

S A F E T Y

E

Two Sections • Section One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

NED H. DEARBORN, president, National Safety Council

WAYNE P. HUGHES, director, School and College Division

HEROLD C. HUNT, vice president for schools and colleges, National Safety Council.

School and College Conference, 1951-52

JOHN W. STUDEBAKER, Chairman

FRANK C. ABBOTT
ARTHUR S. ADAMS
JOHN J. AHERN
W. W. BAUER
NORMAN E. BORGESON
RUTH A. BOTTOMLY
EARL H. BREON
PERCY BUGBEI
ZENAS R. CLARK
THOMAS W. CLIFT
JOHN E. CORBALLY
WALTER A. CUTTER
M. R. DARLING, JR.
L. H. DENNIS
RAY O. DUNCAN
RUTH EVANS
ROY FAIRBROTHER
FLORENCE FALLGATTER
LOWELL B. FISHER
ARTHUR K. FLANAGAN
A. E. FLORIO
DON GAVIT
GORDON C. GRAHAM
JAMES J. GRIFFIN
FRED V. HEIM
THOMAS J. HIGGINS
CLAUDE W. HIPPLER
DE WITT HUNT
HEROLD C. HUNT
HAROLD K. JACK
HARRY R. JACKSON
H. W. JAMES
STEPHEN JAMES
GEORGE JENNINGS
HELEN K. KNANDEL
MRS. FRED W. KNIGHT
HAROLD F. LILLIE
FORREST E. LONG
JOHN R. LUDINGTON
C. BENTON MANLEY
JAMES W. MANN
CHARLES A. MILLER
M. D. MOLEY
BERNICE MOSS
MAURICE G. OSBORNE
M. R. OWENS
H. V. PORTER
MRS. GLADYS POTTER
A. H. PRITZLAFF
PETER B. RITZMA
C. A. SEMLER
LESLIE SILVERNALE
HERBERT J. STACK
JOHN W. STUDEBAKER
RANDALL C. SWANSON
GEORGE C. TRAVER
FRANK H. TROTTER
EDWARD M. TUTTLE
N. E. VILES
MABEL R. WALTER
C. E. WETMORE
GILBERT S. WILLEY
WALTER R. WILLIAMS, JR.
BERT L. WOODCOCK
MARY MAY WYMAN

SAFETY

Volume

XXXII

No. 1

Section

One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



CHARLES W. TAYLOR, Editor
C. H. MILLER, Advertising Manager
FELIX STREYCKMANS, Editorial Director



Reg. U.S. Pat. Office

CONTENTS

Anniversary Year—Ned H. Dearborn	1
But—Suppose She Falls—Ernest Brashear	2
It's Not What You Fall On; It's How You Land—Cecil G. Zaun	3
Pittsburgh's Figures at Variance with Brashear's—William E. Koehler	5
These Factors Make Playgrounds Exceedingly Safe—George D. Butler	7
Confidence in Schools Placed in Jeopardy—Zenias R. Clark	8
Playground Safety a Community Problem—Paul E. Landis	8
Columbus' Experience—M. D. Sheatsley	8
40th National Safety Congress	9
Eye Accidents—C. Edith Kerby	10
Desirable Experiences in Elementary School Safety	12
Peoria's Plan for Traffic Safety—John H. Harris	13
Teachers' Colleges Have Dual Obligation —Eugene B. Elliott	15
Safety in Santa Fe—Ada Pick	18
STOP! That Driver's Deaf!—Robert N. Greenmun	19
Departments	
Lesson Units	29

SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors' Section
Chairman: **CLAUDE W. HIPPLER**, Director, Child Welfare and Safety Education, Public Schools, Pasadena, Cal.

Elementary School Section
Chairman: **JAMES W. MANN**, Principal, Hubbard Woods School, Winnetka, Ill.

Secondary School Committee
Chairman: **C. BENTON MANLEY**, Director of Secondary Education, Springfield Public Schools, Springfield, Mo.

Higher Education Committee
Chairman: **M. W. JAMES**, President-Emeritus, New Mexico Western College, Silver City, N. M.

Driver Education Section
Chairman: **A. E. FLORIO**, Supervisor of Safety Education Activities for the School of Physical Education, University of Illinois, Urbana, Ill.

Standard Student Accident Report Committee
Chairman: **THELMA REED**, principal, William Volker school, Kansas City, Mo.

School Transportation Committee
Chairman: **MAURICE G. OSBORNE**, Chief, Bureau of Field Services, State Dept. of Education, Albany, N. Y.

School Plant Planning Committee
Chairman: **THOMAS J. HIGGINS**, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Contents of **SAFETY EDUCATION** are regularly listed in "Education Index."

SAFETY EDUCATION is published monthly, September through May, in two sections by the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Entered as second class matter, September 13, 1938, at the Post Office at Chicago, Ill., under the act of March 3, 1879. Copyright, 1952, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.30 a year. Reduced prices for quantity orders.

THIS IS AN ANNIVERSARY YEAR—the fortieth annual National Safety Congress. Also, this year marks my tenth anniversary as a member of the staff of the National Safety Council. So some sort of progress report seems to be in order.

Whether we look back ten years or forty, it is clear that we have got off to a good running start. It is also clear that although much has been done, there is still much more to be done. The most encouraging fact is that we continue to have more people in more fields contributing to our progress each year. I am thinking not only of the officers and members of the council, but of the many organizations and individuals who voluntarily cooperate with us in the safety movement.

This continuously broadening volunteer support of the council is one of the most encouraging trends of recent years. And I believe this support has come largely through a broadening concept of our mission.

It was logical for the council to be founded by technical people, for the initiative had to come from those to whom safety was closest. But it is just as logical that this organization inevitably should include more of those who are concerned with safety, not only by their occupation or business, but by their own welfare. Broad acceptance of safety principles is not

possible unless safety-mindedness is made popular. And we have made a great deal of progress in popularizing safety lately.

This has come about through a freer public information approach, broadened committee and support structure and the institution of conferences in the various fields—industrial, traffic, public information, home, farm, school and college and community organizations.

When the council was started forty years ago, it concentrated its efforts on the industrial worker, because it was industry that operated the council. Today the industrial worker is influenced safetywise not only by his employer, but by his wife who learns safety through her clubs, PTA and other affiliations, by what he reads in the press and hears on the air, and even by his children, who are taught safety in school.

Since this is so, I can assure you of even greater results in whatever your particular field of safety may be if you will continue to merge the institutional interests of your organization with the interests of the broader safety job. The more popular and more generally-accepted safety becomes, the more specific will be the results.

Success in safety depends upon the efforts as well as the cooperation of many people—and many people have made forty years of organized safety—yes, and the ten years of my office—a most gratifying experience.

Thad H. Dearborn

But—Suppose She Falls!

by ERNEST BRASHEAR

AT FOUR IN THE AFTERNOON last May tenth, Larry Caster was an active sturdy Los Angeles six-year-old, gliding gaily back and forth on a school yard swing. A few minutes later a teacher found Larry lying crushed and unconscious. He had tumbled barely six feet from the swing to the rock-hard playground pavement.

A police ambulance rushed Larry to a hospital. There a team of surgeons worked through three heartbreaking hours trying to stop the hemorrhages beneath the youngster's fractured skull. Despite the doctors' efforts their patient died on the operating table.

Larry Caster was not the first victim of a death-trap schoolyard in my home town of Los Angeles. Only two days earlier seven-year-old Barbara Shulken had broken both arms in an almost identical mishap. And she and Larry were but the latest additions to a lengthening list—needless victims of falls on hard school-ground pavements.

On every school day last year at least four children on an average were seriously hurt on these playgrounds. When our schools were closed we had run up a total of more than 800 major playground casualties in a single year of 180 school days. One child in every 225 had suffered a serious injury—a fractured skull, a shattered leg, a dislocated shoulder or a broken arm. And thousands more—the victims of so-called minor accidents—had suffered scrapes and bruises that, but for chance, might have proved equally serious.

This article is condensed from — But Suppose She Falls! which was originally printed in the *Woman's Home Companion*, March, 1952. It is reprinted here by special permission of the author and of the *Woman's Home Companion*. School people, charged with the safety of school children, should be aware of the charges which Mr. Brashear makes.

Nor is my city alone in its record.

Last year in Pittsburgh 319 youngsters suffered major accidents on school playgrounds, many of them while playing on swings, slides and climbing apparatus set over blacktop or concrete. Thirty of these children fractured arms or legs, four suffered brain concussions.

In Columbus, Ohio, major playground accidents totaled 148 last year, an average of nearly three serious casualties to every schoolyard.

In Denver's 64 schools the toll of major playground injuries climbed above the 250 mark in a single year.

Oklahoma City last year ran up a total of 169 major accidents on school playgrounds. Portland, Oregon, and Louisville, Kentucky, show similar records.

Why do such things happen?

Across the nation we taxed ourselves hundreds of millions of dollars to build school play-

to page 24

ERNEST BRASHEAR is a reporter for the *Los Angeles Daily News*.

Safety Education for September, 1952

It's Not What You Fall On; It's How You Land

by CECIL G. ZAUN

"BABY FALLS FROM A third story window to sidewalk" stated a Los Angeles newspaper headline. The baby received minor bruises, according to the article, but was otherwise unhurt.

"Painter dies after fall from five-foot ladder." This man received a fractured skull and died shortly after the accident.

Falls are still the leading cause of accidental deaths even though they are usually accepted by the general public with little more than a shrug. There has been no public request for the removal of the concrete sidewalks or for all ladders to be equipped with non-slip safety cleats.

But let one of these accidents happen to a child on a school playground which has been covered with blacktop and it becomes NEWS, the type of news that sells papers, builds hysteria, moves groups to organize, brings normally rational people together and tends to weld them into a righteously indignant group which seeks to put the blame on public officials.

This has happened in Los Angeles and it can happen anywhere unless newspaper editors and parents alike understand the problems surrounding falls and their effects on the human body.

The use of blacktop on play areas is the outgrowth of a long search to find a smooth, level, all-weather surface that will provide traction, freedom from injurious dusts, and a means by which play areas can be adequately and permanently marked to avoid congestion.

The congregation of many persons in a small area is definitely a contributing factor in increasing accident frequency rates; thus efficient distribution of play areas and safety lines around apparatus tends to reduce the possibility of falls due to jostling.

Publicity given to school ground accidents has created a serious problem for boards of education throughout the United States today. Basically, the problem is one of emotional unrest, doubt, and fear of injury to a loved one. This unrest has been formed in the minds of

Cecil Zaun's article on playground safety was submitted after Ernest Brashear's—But Suppose She Falls! had appeared in the Woman's Home Companion. The two articles give two sides of the playground safety story as it affects Los Angeles.

many persons because of the widespread publicity given the deaths of two Los Angeles elementary school children who fell from different heights and under different circumstances on school playgrounds within a two-year period.

A real dilemma has developed for school administrators everywhere. No educator is ruthless enough to pass off lightly even a cut finger, a bruised knee, or a broken arm, much less the death of a child. Educators are equally concerned when death strikes a child at home, on the highway, or at school as the result of chance innocently taken. However, there are enough

CECIL G. ZAUN is supervisor of safety for the Los Angeles city schools.

"innocent chances" taken in these United States to result in death to more than 35,000 persons a year in our homes and more than 32,000 annually on our streets and highways.

The problem of deaths from "innocent chances" has not yet been solved.

Educators and recreation departments have been searching for years to find the best surfacing to use on playgrounds and under outdoor apparatus. Irrespective of cost, there still has not been developed a material that can be applied on playgrounds and under apparatus that will eliminate all injuries to the head, neck, arms, legs, etc., due to falls. Nor is there presently available a means of testing materials which would be acceptable to a brain surgeon.

Dr. R. B. Raney, a Los Angeles brain surgeon who appeared before the 30-member Citizens' Committee on Playground Surfacing in Los Angeles during July, 1951, told the group:

"It is not what you fall on; it is how you land that causes the serious injuries.

(Dr. Raney, having read Mr. Zaun's article, makes this correction:

"It is not entirely the material on which you fall; it is in part how you land that causes the serious injuries.")

"The real problem exists in the structure of the human skull and its reaction to rapid deceleration and not the type of surfacing used. If a child strikes his head with sufficient force, the impact may rupture a blood vessel even though the skull is not fractured."

With an aroused public demanding that the blacktop be removed from the entire play area and leading authorities, including safety engineers, agreeing that blacktop is the most satis-

factory surface that has been developed to date for use on general play areas, it is no wonder that school administrators are finding it difficult to know which way to turn. They stand a good chance of being wrong in the eyes of many people regardless of what they do.

Factual information, involving accident statistics and favorable experiences of school authorities over the nation, has not been given adequate attention or has been purposefully distorted.

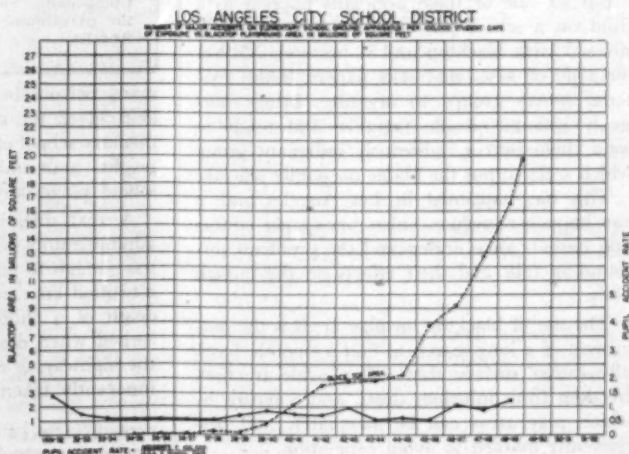
THERE IS NO MORE STATISTICAL BASIS FOR THE USE OF SAWDUST, TANBARK, OR SAND THAN THERE IS FOR BLACKTOP UNDER APPARATUS.

This evidence is lacking despite the fact that it seems to many people that these substances ought to provide a cushioning effect that would reduce the seriousness of a fall. Dr. Raney points out that it is possible to break one's neck by falling onto a feather mattress providing the angle of the fall and the position of the body is such that the body weight is forced down onto the head and neck.

The doctor's statements are borne out in accident records of broken bones and concussions which have occurred in sand and sawdust pits.

Although the Los Angeles City schools have undertaken the task of finding some materials which might be considered as having the necessary quality to cushion a fall within the limits that the human skull can endure, the school district has also gone into past school ground accident records for a 21-year period to see if it is possible to use statistics, based on experience, to help stop this hysteria.

Blacktop surfacing on Los Angeles playgrounds has increased in area from less than a million square feet in 1934-35 to almost twenty million square feet currently. The accident rate of 0.5 per 100,000 student days to approximately 1.25.



This study, covering 21 years, indicates that the type of surfacing has had very little, if anything, to do with the severity and frequency of accidents.

A questionnaire was recently sent to many cities throughout the nation in an attempt to determine whether Los Angeles was experiencing more playground accidents per enrollment than the balance of the country.

Many school districts can point to a record similar to the Los Angeles City schools' five-year record.

There were $1\frac{1}{4}$ accidents per school (560 pupils) per school year (180 days) wherein an elementary school child broke a bone or received a concussion in Los Angeles.

Los Angeles has a record of 2.85 broken bone and concussion accidents per 1,000 students per school year in 1950-51 compared with 2.94 per 1,000 students reported in a response by 33 cities of over 10,000 elementary school enrollment.

Figures such as these indicate that there is very little difference in school safety records throughout the country.

In Los Angeles during the past twenty-one years, which represents more than 770,000,000 pupil days of exposure, there have been four deaths wherein playground surfacing played a part. In two of these cases the surfacing was natural earth and in the other two it was blacktop.

Although one death is too many, it should be pointed out that during this 21-year period more than 200 elementary school age children met violent deaths as a result of accidents in home areas in Los Angeles county. Many of these deaths were the result of falls. In addition, approximately 85 children in the same

age group were killed in traffic accidents going to or from school.

During this same period the grounds have been surfaced with blacktop on a long term project basis. Well over 60 percent of the elementary school playgrounds are now covered with blacktop. It is quite natural to expect that, should other children fall to their deaths, it will probably be on a blacktopped surface. However, the statements made by Dr. Raney would indicate that he would expect that the same fall at the same angle and point of impact would produce the same disastrous result even on the natural earth surfacing.

(Dr. Raney says that the word "would" in "would produce the same disastrous results" should be changed to "might.")

Sponge rubber has been suggested and tried.

Special rubber mats, made in a waffle pattern with a smooth top-surface, have been developed as have cork pads and various other types of rubber mats.

No means of accurately "drop testing" these materials are available to safety engineers, doctors, or school authorities which will determine the decelerative quality of these materials as it relates to the human skull and the many possibilities which arise when a person falls.

In an attempt to provide a resilient surfacing one city surfaced the entire play area with a pelletized rubber embedded in an asphaltic emulsion similar to that used in mixing blacktop. The actual cushioning effect of this surface, in case of a fall, is very negligible according to physicians and engineers.

In another city the school system has covered the blacktop playground surface with an emulsion similar to that mentioned above. To

to page 26

Pittsburgh's Figures at Variance with Brashear's

by WILLIAM E. KOEHLER

WE WERE MORE THAN a little concerned over Mr. Ernest Brashear's article. . . . We immediately proceeded to ascertain the facts so that we might understand better our own safety situation.

The accompanying tables include all the accidents occurring on school fields, grounds and play areas during the regular school term, 1950-51.

In Mr. Brashear's article it is said: "Last

year in Pittsburgh 319 youngsters suffered major accidents on school playgrounds, many of them while playing on swings, slides and climbing apparatus set over blacktop or concrete. Thirty of these children fractured arms or legs; four suffered brain concussions." This seemed to

WILLIAM E. KOEHLER is coordinator of civil defense and safety education for the Pittsburgh public schools.

indicate that many of these accidents occurred on school playgrounds using swings, slides and climbing apparatus.

It is interesting to note that the total number of accidents which involved any type of playground apparatus was 15. Of these 15, the most severe was one arm fracture. The remaining 14 included eight bruises and six sprains. Nine of these accidents occurred on secondary school playgrounds and six in the elementary play areas.

The term "major accident" seems to call for some definition. According to the National Safety Council, a major accident is one where a physician was called in to render first aid or where the time lost from school was one-half day or more.

Certainly there is a wide variance between the figures we have and those mentioned in the article.

I have been aware for some time of the studies that Cecil Zaun of Los Angeles has conducted. He certainly has listed clearly and concisely some of the difficulties to be found in this problem.

Above all, it is well that this discussion has arisen. We need to be aware of the dangers and ever on the lookout for a safer playground surface.

The surfaces of our playgrounds are divided in the following manner:

School Field or Playground Accidents
Both Supervised and Unsupervised
School Hours Only—September 1950 through
June 1951

ACTIVITY	DESCRIPTION									
	Number	Fractures†	Concussions‡	Bruises	Sprains	Cuts	Dislocations	Teeth	Punctures	
Apparatus	15	1		8	6					
Dog Bite	4									4
Firearm	2					2				
Running	25	4		5	3	13				
Scuffling	24	3		12		9				
Falling	33	3	1	11	11	7				
Games	24	1	2	7	4	10				
Track	8	2		2	1	3				
Soccer	17	2		7	4	3	1			
Baseball	44	5		25	9	5				
Football	106	9	4	41	36	11	3	2		
	56*									
Totals	358	30	7	118	74	63	4	2	4	

In the elementary schools there are 23 surfaced with asphalt, 24 with cement, 18 with red dog and 22 with clay.

In the secondary schools there are three surfaced with asphalt, one with cement, 16 with clay and two with sod.

This gives us a total surfacing of 26 asphalt, 25 cement, 18 red dog, 38 clay and two sod. At some of the schools the same play area is used by both elementary and secondary pupils. Others make use of city-controlled play areas.

The approximate enrollment of the elementary schools is 39,490; of the secondary schools, 27,466.

A word of definition about "red dog." In western Pennsylvania many of the mine dumps start to burn from spontaneous combustion and they burn with a reddish glow. The residue thus formed is crushed into gravel-sized pieces and is referred to as red dog. It is used quite frequently for driveways, road surfacing and rough play areas.

(Any accident which occurs to the pupil while he is under the jurisdiction of the school is a "reportable" accident according to the instructions of the Standard Student Accident Report Committee of the National Safety Council. When the accident occurs while the pupil is not under the jurisdiction of the school a "reportable" accident is one which calls for the attention of a physician or which causes one-half day or more of absence from school. The Standard Student Accident Report Committee is scheduled to re-examine the definition of a "reportable" accident at the school and college sessions of the Fortieth National Safety Congress. The term "major accident" is not used on the Standard Student Report Form.—Ed.)

School Field or Playground Accidents
Both Supervised and Unsupervised
School Hours Only—September 1950 through
June 1951

ACTIVITY	SURFACE				
	Asphalt	Concrete	Red Dog	Clay	Sod
Apparatus*	2		2	11	
Dog Bite	1	1	1	1	
Firearm	1		1		
Running	4	9	4	8	
Scuffling	4	8	4	8	
Falling	1	26	4	2	
Games	8	5	7	4	
Track				5	3
Soccer	2	1		14	
Baseball	2	4	3	30	5
Football		1	2	87	16
Totals	25	55	28	170	24

*Minor Cuts and Scratches

†Of 32 fractures (2 during summer term), 16 occurred on clay, 6 on cement, 5 on red dog, 3 on sod, 2 on asphalt.

‡Of 7 concussions, 5 occurred on clay, 1 on cement, 1 on red dog.

**instruction
supervision
right apparatus
leadership
location**

These Factors Make Playgrounds Exceedingly Safe

by **GEORGE D. BUTLER**

BECAUSE OF THE current interest in the question of surfacing playground areas, I am glad to comment on the articles written by Mr. Brashear and Mr. Zaun.

In his article Mr. Brashear accuses school authorities of a disregard for the safety of school children in the paving of school play areas. He is generous in his use of derogatory terms such as "callously ignored," "black deserts," "white-wash" and "blacktop scandal," terms obviously designed to prejudice the reader.

A careful analysis of his article sheds doubt on the validity of some of his assertions. He cites Portland, Oregon, as a city with a high total of accidents on blacktop playgrounds. Yet an analysis of all playground accidents reported on the elementary school playgrounds in Portland for 1950-51 revealed that although two-thirds of the apparatus was installed on blacktop, only one-third of the accidents occurred on equipment installed on blacktop.

He quotes Mr. Smith, the safety expert, as recommending the use of sand under certain types of apparatus, but apparently Mr. Smith did not include the swing which is the type on which the fatal accident occurred that prompted Mr. Brashear's story. He credits Los Angeles with being the only city that is experimenting with surfacing, which is not in accordance with the facts.

The statement by Mr. Zaun obviously represents an attempt to justify the action of the Los Angeles school authorities in paving their playground areas. He is correct in asserting that for years educators and recreation departments have been searching for the best surfacing to use on playgrounds and under apparatus, but

that the ideal solution has not been achieved. Mr. Zaun's claims, that there is no more statistical basis for the use of sawdust, tanbark or sand than there is for blacktop under apparatus, and that the frequency of accidents is no greater on play and apparatus areas covered with blacktop than when other types of surfacing are used, are yet to be disproved.

The Portland study previously mentioned tends to confirm them, in spite of the fact that for years many leading recreation authorities have contended that safety landing pits should be provided under climbing apparatus such as the horizontal bars and the ladder. The quoted opinion that there is only a negligible cushioning effect in a pelletized rubber surface in case of a fall will be questioned by some. Certainly the greater resilience and non-abrasiveness of this type of surface, as compared with blacktop, cannot be denied.

Fortunately both writers stress positive factors in their concluding paragraphs. These are the need for specific instruction in the proper use of playground apparatus and for the careful supervision of children while they are using apparatus. The selection of apparatus that is suitable in type and size for the children it is

GEORGE D. BUTLER has been a member of the National Recreation Association staff since 1919. He served as secretary of a committee on surfacing recreation areas that published a report in 1932. He is chairman of a committee currently studying surfacing problems for the American Association for Health, Physical Education and Recreation, NEA, the National Recreation Association, the American Recreation Society, and the American Institute of Park Executives. Mr. Butler asked that it be made clear that the comments expressed here are his own, not necessarily representative of the committee's.

to serve is another important factor. Proper location of apparatus on the playground and, in some cases, separation of the apparatus area from other sections also minimizes playground hazards.

Experience has demonstrated that where these conditions obtain and where competent leadership is provided the playground is an exceedingly safe place for children to play, as Mr. Zaun indicates, and is not a "death trap" as implied in the other article.

It is hoped that a study of the surfacing problem now being carried on by a national committee may help in the development of playground surfaces that will further contribute to playground safety.

Confidence in Schools Placed in Jeopardy

by ZENAS R. CLARK

IN A SITUATION WHERE young children are seriously or even fatally injured as the result of playground accidents, the emotion frequently sweeps aside the basic facts and scientific evidence. This is particularly true when a tax-supported facility is involved and a scapegoat is demanded.

The confidence in the total public school program is jeopardized.

In this particular situation and in similar situations, the safety supervisors are placed in a defensive position even though it be unjustified. The situation, therefore, poses a challenge for extremely careful and thorough-going research using all possible resources to bring about a true description of the situation.

It has its own potentialities.

From data obtained the safety supervisors should be able to recommend a program which will provide the vitally essential safety devices and facilities. Evidence presented by Mr. Zaun is indicative that he is proceeding along these lines—that he is seeking information and is adopting temporary expedients until all of the research data are available for study.

Attention has been focused on this problem. Perhaps in the long run Mr. Brashear's article will be regarded as the overt act out of which came a far more satisfactory and safe set of procedures and principles.

ZENAS R. CLARK is administrative assistant for the public schools of Wilmington, Delaware.

Playground Safety a Community Problem

by PAUL E. LANDIS

IN MY OPINION Mr. Cecil G. Zaun has presented a sound point of view and approach to the problem of accidents and the use of hard surface play areas.

I do not believe that "school boards have been so entranced by the convenience and neatness of hard and easily maintained playground surfaces that they have overlooked or callously ignored, the safety of children."

Hard surface all-purpose play areas, as they are called, have come into the picture for several

Columbus' Experience

by M. D. SHEATSLEY
Director, Health and Physical Education
Columbus (Ohio) Public Schools

Columbus (Ohio) public schools reported to the National Safety Council 156 playground accidents for the 1950-51 school year. Of this number we would classify a maximum of twenty as major in nature. This would average less than one major playground accident for every three schools. Enrollment in 75 schools was 44,476.

Considered as major accidents were the following:

Fractures

Injuries in which X-rays are indicated

Concussions and suspected concussions

Cuts or wounds requiring stitches or clamping

Dislocations and others requiring medical attention.

Approximately one-third of the schools have some blacktop surfacing.

important reasons. Such an area provides more opportunity for children to participate in outdoor play and games. Many other type play areas are not usable following rain or inclement weather. A blacktop area makes possible the more extensive use of the play area.

Biologists, educators, and other recognize the importance and imperative need for wholesome

to page 38

PAUL E. LANDIS is supervisor for health, physical education, recreation and safety for the Ohio Department of Education.

Safety Education for September, 1952



Appraiser

Fortieth National



Keynote

Safety Congress

THE FORTIETH NATIONAL SAFETY Congress school and college sessions which will be held, October 20 to 24 inclusive in the Morrison hotel, Chicago, will be work sessions to a far greater extent than have been any of the predecessors.

The theme of the congress, "The Place of Safety Education in the Modern Curriculum," will be developed in the opening address to be given by Dr. Gilbert S. Willey, superintendent of schools at Winnetka, Illinois.

Though the sessions will by no means be confined to these topics, broadly the congress will consider safety education in the fields:

- Are We Building for Attitudes in Safety for the Elementary School?
- Identifying General Safety Education Needs in the Secondary School Programs.
- Research in the Field of Driver Education.
- School Transportation.
- Current Trends of Safety Education in Colleges and Universities.

Scheduled to appear as consultants and resource personnel in the 30 sessions of the congress are 113 participants.

Of particular interest to school people will be the joint meeting of the National Safety Council and the American Academy of Pediatrics to be held in the Palmer House in the evening of October 20.

Another departure from previous congress practices will be the summary session where Elsa Schneider, specialist in health instruction and physical education for the United States

Safety Education for September, 1952

Special plans are in the making for the Reception for Women this year at the Fortieth National Safety Congress. For the first time the council has been able to arrange for a private club as the scene for this reception. All women delegates and wives of delegates are invited to attend the Reception for Women, Monday, October 20, 1952, from 3:00 to 5:30 p.m. in the ballroom of the Lake Shore club.

Office of Education, will evaluate the congress' achievements.

Mention of a few of the more formal talks which will be given will indicate somewhat the scope on the congress.

"The Safe Use of Insecticides in the Home," Dr. L. S. Henderson, U. S. Department of Agriculture.

"Personnel Factors in Industrial Safety," Orlo Crissey, AC Spark Plug Division, General Motors.

"Legal Liability of Teachers with Specific Reference to the Students under their Direct Supervision," Dr. E. W. Tischendorf, Kent State University.

"The Control of Ionizing Radiation in the University of California," Dr. Derwyn M. Severy, University of California.

"Youth Looks at Us," Don Devereux, freshman at Northwestern University.

The complete congress program is scheduled to appear in October's SAFETY EDUCATION.



Eye Accidents

by C. EDITH KERBY

IF YOU HAVE WATCHED a child brandish a pointed stick perilously near the eyes of his playmates, or have witnessed the remorse of a boy when he learned that the rock he threw had caused a permanent damage to the eye of his friend, then you realize that, somehow, children must be taught eye safety.

Education of the child so that he will become eye-safety conscious begins with his parents and teachers. They must know what the eye hazards are and how they may be avoided. Information on these points was obtained in a statistical analysis of the eye accidents which happened to the children in the Louisville, Kentucky, public schools over a period of seventeen years. The study was made by the National Society for the Prevention of Blindness and was based on the accident records made by the Department of Safety and Special Education of the Louisville schools.

These figures are believed to afford a good sample of eye accidents. The cases reported included accidents occurring away from, as well as in and around, the school.

One out of every 15 accidents occurring during the school year involved an injury to the eye. Eye injuries were reported at the rate of 2.5 per 1,000 students per year. The rate for

the country as a whole would probably be considerably higher since Louisville has a good safety education program. But even at this rate, we estimate that 70,000 children suffer eye accidents during the school year, more than 90,000 during the calendar year.

About half of the cases were minor eye accidents involving medical attention only or not more than one day's absence from school. But 1 out of 6 involved quite serious eye injury and 1.2 percent of the injuries resulted in the removal of an eye or in permanent total loss of vision in the eye. If the Louisville rates are projected for the nation there are probably more than 10,000 potentially serious eye injuries happening to school children each year, more than 1,000 of these involve the loss of vision of an eye.

That cost is much too high for children to pay for learning eye safety the hard way—by painful experience! They should learn prevention instead.

From the analysis of Louisville's experience

C. EDITH KERBY is associate for statistics and analysis at the National Society for the Prevention of Blindness. This article is her condensation of a longer statistical study of 17 years experience in eye injuries to the pupils of the Louisville, Kentucky, schools.

Safety Education for September, 1952

we learned where eye accidents occurred, what the child was doing, and the specific object, action, or process causing the injury to the eye. This study can be used as a guide in determining methods of prevention and in learning the eye-safety habits which children must acquire.

Place of Accident

Using the National Safety Council's classification by location we found that eye accidents occur in practically all locations. Slightly more than 10 percent occurred within the school buildings, about the same number on the school grounds, about 5 percent going to or from school, about 15 percent in the homes, and approximately 60 percent on the street and other places where children play. Whether on the school premises, at home, or elsewhere, 2 out of 3 eye accidents occurred while the child was engaged in play or sport and most of these when the children were not supervised.

Nature of Eye Hazards

To learn the hazards which must be controlled if we are to reduce eye accidents we must examine the activities and instruments causing these injuries.

Blows

Four out of 10 eye injuries are caused by blows—the eye is struck by or strikes against some object such as a rock, ball, bat, fist, foot, head, tree, chair, door. In every case, the force of the blow, the weight and texture of the object, and the part of the eye struck determine the nature and degree of the injury. Often a blow that would pass almost unnoticed if any other part of the body were hit will injure an eye badly. Hence, there is need to point out such dangers to eyes as:

- Rocks thrown or clubs wielded either in fun or in anger;
- Hard balls and bats used where bystanders may be too close for safety;
- The rough and tumble play in which fists and feet lash out in all directions;
- Reckless speed in running, skating, when speed and direction cannot be controlled to avoid collision with objects or other persons;
- Leaving closet doors open;
- Playing or bicycling where there is danger of being struck by an automobile.

Sharp Objects

Second in frequency are the eye injuries due to sharp or pointed objects. More than 1 out

of 5 of the eye injuries were caused by such objects. For the more serious injuries the ratio is more than 1 to 4.

Children often select pointed sticks as playthings. It is part of the game to wave them menacingly toward the faces of playmates and to run around with sticks so poised that there is a high probability of eye injury if the child falls. Wires, knives, scissors, and even pens and pencils may cause serious injuries.

Can children be taught that such things are so hazardous to their eyes that they should not be chosen as playthings? Can children be taught that when pointed objects are handled or carried care must be exercised to see that they will not be directed toward the eyes?

Falls

Another very frequent cause of eye injuries is a fall. Falls were responsible for nearly 1 out of 5 eye injuries. In falling a child may strike his eye against hard pavements or steps causing a cut, bruise or abrasion. Even more serious is the fall which causes a head injury that affects the brain and optic nerve.

Leaning out of a window, risking a dangerous climb, tripping on stairs or over unnoticed obstacles are some ways in which children fall. It is probable that the child is unaware of the hazard of his position until something happens because his attention is focused on some objective in his own activity.

Can we find a means of encouraging children to exercise caution without reducing the fun and adventure of their play?

Foreign Bodies in the Eye

In more than seven percent of the cases eyes were injured by small particles, usually described as "foreign bodies" or "flying particles." These may be specks of dust, coal, or other material blown by wind, or particles of metal or wood thrown off by some metal- or wood-working machine or tool at a school or home workbench.

The latter type of case can be prevented by providing eye-protection devices such as are used in industry. Instructors in vocational shops and laboratories in schools should integrate the teaching and demonstration of the principles of industrial safety into their courses.

Fireworks and BB Guns

The study discloses only two cases of eye injuries due to fireworks for the entire 17 years. Both, fortunately, involved only minor injuries.

to page 28

Desirable Experiences

in elementary school safety

AN ELEMENTARY SCHOOL, which is providing desirable experiences in safety education, should be able to point to definite accomplishments in seven specific areas, according to the elementary school section of the school and college division of the National Safety Council.

The criteria were developed by a committee from the elementary section and were adopted by the section. They were established as a basis for judging entrants in the Roy Rogers National Accident Prevention Awards for Elementary Schools.

1.) The committee held that schools offering desirable programs have provided safety instruction to meet the needs of the pupils.

The needs may be determined by an analysis of the temporary and permanent hazards of the pupils' environment;
an analysis of the hazards associated with the pupils' activities;
an analysis of the records collected through the standard student accident reporting system;
an analysis of the hazards associated with the seasons and with such special days as Christmas, Halloween, the Fourth of July; and
a consideration of individual pupil's problems.

2.) Schools with desirable programs provide for the active participation of pupils in caring for their own safety. For example, there are:

pupil safety organizations such as junior safety councils, school safety patrols, student safety committees, school building patrols, monitors, and bicycle clubs;
provision for pupil-information and evaluation of rules for action;
provisions for inspections by pupils.

3.) Schools with desirable programs have utilized instructional aids for a well-rounded program of school, recreation, traffic, fire, and home safety. Such aids would include:

text material, books, lesson units, work sheets;
audio-visual aids, motion pictures, film strips, slides, posters;
models;
pupil-made materials.

4.) Schools with desirable programs would provide realistic opportunities for supervised practice in meeting hazards. For example:

in crossing streets;
in using such school equipments as pencils, scissors, saws, stoves, slides, swings;
in using transportation systems;
in fire drills.

5. Schools with desirable programs would keep safety in the forefront of the consciousness of pupils, parents, and teachers. Tools to accomplish this would include:

exhibits and bulletin boards;
slides or drawings of accident statistics;
posters and other art work;
assemblies, radio broadcasts, television shows;
school and community newspapers;
maps showing prevalent accident locations and safe routes for walking;
home and community inspections.

6.) Schools with desirable programs would cooperate with other community agencies. Opportunities for such cooperation would include:

conducting an on-going, active, safety program among school patrons;
aiding in the preparation of the community's report for the Annual Inventory of Traffic Safety Activities, the American Automobile Association Pedestrian Protection Contest, the Inter-Chamber Fire Waste Contest of the Chamber of Commerce of the United States;
cooperating in such community safety activities as fire prevention week, clean-up week;
supplying a safety speaker for a community enterprise.

7.) Schools with desirable programs would take the steps necessary to

establish and maintain school plant, equipment, transportation facilities in safe condition;
provide in-service education for the school faculty and other personnel, including opportunities for serving on safety committees, helping to write teachers' guides or courses of study, attending safety conferences.

The criteria were established by a committee which included Bertha Trunnel, principal of the Auburndale Graded school, Jefferson County schools, Louisville, Kentucky, chairman; Ruth M. Blackman, elementary principal, United Oaks school, Hazel Park, Michigan; Zenas R. Clark, administrative assistant, Wilmington Public schools, Wilmington, Del.; Lonnie Gilliland, director of safety education, Oklahoma City Public schools; Claude W. Hippler, director of child welfare and safety education, Public schools, Pasadena, Cal.

Peoria's Plan for Traffic Safety

by JOHN H. HARRIS

Education + engineering + enforcement + imagination = the unique (we believe) Peoria plan for child traffic safety. We think it is unique, we KNOW it is effective.

We have safety patrols in Peoria. But at the 39 principal intersections, patrolled by the pupils, we have added pupil-operated stop lights.

We have a schoolroom program of safety education in Peoria. But to that we have added a twice-weekly pupil-policeman round-table type radio broadcast.

We have enforcement in Peoria. To enforcement we have added a penalty of not less than \$50 nor more than \$200 fine for failure to observe the school crossing signals.

We have nearly three years of gratifying experience in reducing traffic accidents.

First, about our pupil-operated traffic lights. First—not because they are the most important phase of our safety program, but because they are the phase which seems to attract the most attention among visitors to whom we explain our plan.

Peoria business men and civic organizations donated the lights. They were installed by the city electrical department. They are twin-head signals located on the near right and far left sides of the intersections and are operated by

JOHN H. HARRIS is assistant superintendent of the Peoria, Illinois, public school system.

Specially trained pupils operate a traffic signal to control approaching cars when Peoria students cross through streets near schoolhouses. Controls operate only during the hours of heavier pupil-traffic.





Sergeant Willard Koeppel, responsible for training Peoria's school traffic control boys, has two as guests at a WIRL broadcast.

two or three patrol boys. One boy operates the lights while the others, working from the curb, direct the children.

The timing of the lights is automatic. They are used from 8 to 9:05 in the morning, from 11:30 to 1:05 at noon, and from 3 to 4:05 in the afternoon.

During these intervals an amber light is flashing all the time except when a sufficient number of children are assembled at a crossing that the patrol boy pushes a button to start a new cycle. This cycle is comprised of a solid amber light for three seconds followed by a solid red light for 16-20 seconds and a concluding solid amber again for two seconds. During the red period the children cross inside of the painted lanes for pedestrians.

In addition, about 150 feet from the signalized intersections, "SCHOOL SLOW" signs are painted in about four-foot letters on the pavements. School zone signs with a stated limit of 20 miles an hour have also been posted.

The patrol boys are outfitted with distinctive belts, slickers and hoods for rainy weather, and crossing flags. The latter, attached to short sticks, are used by the patrol boys to control the children.

The intersections are constantly patrolled by Sergeant Willard Koeppel and a staff of seven traffic officers, five of whom ride motorcycles and two ride squad cars.

Education of the patrol boys was primarily the responsibility of Sergeant Koeppel, who is assigned full-time to school safety. Some 500

boys are to be trained in the use of the lights and in the courteous way to handle traffic and children.

To maintain the interest which was built up by a high degree of community cooperation, Sergeant Koeppel has a weekly "school safety hour" broadcast at 5 p.m. each Saturday. Two patrol boys and an adult, interested in safety, appear as guests on the program. A second program is broadcast each Monday at 8:15 p.m. in which two other patrol boys and a radio commentator discuss school safety. Sergeant Koeppel and his guests make occasional appearances at PTA, Kiwanis, Rotary club and other civic organization meetings.

Enforcement extends beyond assessing a \$50 fine against the occasional motorist who violates the school stop signal or exceeds the speed limit. Three of the schools have instituted their own student traffic courts where tickets, issued to violators of the safety program, are presented and hearings are held. These courts are as democratic as any adult court and the pupils are just as serious about the consequences of thoughtless behavior.

Peoria's traffic accident rate involving school children has diminished rapidly. So, too, has the cost of protecting the children. Where now we have eight police officers detailed to traffic protection we previously had 19.

Peoria's Association of Commerce is currently making a scrapbook of newspaper articles, editorials, letters from parents, teachers, principals and the board of education commending the system.

The scrapbook is a necessity imposed by the large number of communities which have asked for additional information on the Peoria Plan.

14 Get Traffic Fellowships

Fourteen graduate engineers, one an educator, have been awarded fellowships and scholarships for study at Yale University's Bureau of Highway Traffic during the 1952-53 school year.

Nine of the fellowships were sponsored by the Automotive Safety Foundation, one was sponsored by Rand McNally Co. The remaining four are made available by the university.

Mathew J. Huber, an instructor in the department of civil engineering at Michigan State College, East Lansing, was awarded an Automotive Safety Foundation fellowship. The other awards were granted to employees of civic and private concerns.

Teachers' Colleges Have Dual Obligation

by EUGENE B. ELLIOTT

INSTITUTIONS such as ours have a dual capacity in the field of safety education. Our primary job is to train teachers for elementary and secondary schools. What we do or fail to do in safety education will directly affect our students, staff, and faculty, and will indirectly affect profoundly the welfare and safety of the children entrusted to the teachers we train. Good training in safety for the embryo teacher will save lives twenty years from now.

Our college faces a great problem in maintaining a trained and experienced custodial staff. The higher wages of industry attract the more capable. Such studies as are available show that it is expensive and time consuming to train new men. The press of other duties frequently results in the new man "getting along" the best he can for some period of time. When it is realized that most of the practical aspects of the safety program center in and about the work of the custodial staff, more attention will be given to the training of new men and the retraining of the entire staff at intervals.

Another factor which tends to affect adversely a sound program of safety is "institutional lethargy." This is a condition of mind which is observed in many institutions dependent upon governmental support. It is fostered by frustration and the conditions of employment. Many able institutional leaders have become complacent or cynical when they have found their requests for maintenance and rehabilitation of buildings and equipment ignored over a period of years. Both insecurity and oversecurity of employment tend to produce an attitude of "getting by" from one year to

another. Personnel get into a state of mind which leads them to a feeling of "what has been is still good enough." They rationalize the status quo as being adequate, and standards go down instead of up.

It is important, especially in matters of health and safety, for institutions to provide channels for combatting "institutional lethargy," regardless of its cause. Institutions are essentially living organisms which tend to deteriorate unless an active effort is made to keep them dynamic and alive.

From the standpoint of the educated person, and hence from the point of view of the education of the student, safety should exist as an attainable ideal. Instruction in safety will for the most part be incidental to the more formal aspects of the curricular offerings. Because the learning is incidental, it is not less important. Many desirable outcomes of a college education are a result of extra-curricular experience. Frequently in later life former college students will observe that the incidental activities of the college program contributed more toward meeting the everyday problems of life than did the formalized program of studies.

Actual instruction in safety should appear in many parts of the formal subject offerings. Failure to observe rules of safe conduct in the science laboratories, shops, and sports may result in severe injuries or even loss of life. Often athletic injuries are directly traceable to the failure to exercise proper precautions.

Many colleges, including our own, offer specific courses in such subjects as Driver Education and Training, and First Aid courses. I know two men injured in almost identical ways.

Both recovered, but one is crippled and the other not, simply because the second one received proper first aid treatment.

An expression of the importance of safety on the part of the governing board will go far toward achieving a good safety program. Naturally, the paid employees of an institution will respond to the wishes of a board. College presidents and other top administrative officers are charged with the responsibility of putting into operation the policies of governing boards. If they do not, boards have a very sure method of remedying the situation by employing top administrative officers who will put their policies into operation. Governing boards likewise represent the wishes of those who put them in office. Back of our public boards stand the people. In increasing strength the people are demanding greater attention to safety.

Those in administrative positions have the immediate operation of the college as their responsibility. If they are vigorous in promoting safety, a safety program will be in operation. Within limits, the wishes of the executive and his administrative personnel can put a safety program into operation. In fact, it is one of their basic responsibilities.

Faculty in Strategic Spot

At the administrative level a Council of Health and Safety is organized under the chairmanship of the Dean of Administration. The council is composed of administrative personnel having functional activities concerned with health and safety problems. The council serves as a clearing house for information and as a coordinating force.

A well organized faculty is also in a strategic position to promote health and safety. The faculty represents tremendous potential strength which, in many institutions, is overlooked as a creative force except for the formalized aspects of the curriculum. It is the responsibility of the faculty to assist the student in the formulation of his educational philosophy. It is the faculty which assists the students in tying together into a workable pattern the more or less isolated knowledge. The teacher of any activity which has dangerous operations has special responsibilities for pointing out safety practices and in assisting in the larger responsibility of developing ideals of safety which can function in all of life's undertakings.

Our own faculty has a Health and Safety Committee which is elected by the entire faculty. The general faculty has shown consid-

erable judgment in selecting persons who by training or personal interest are well acquainted with the problems of health and safety. This committee, augmented by capable representatives from the county health department, makes an annual check of the campus. Safety considerations which have important implications for health receive special attention. The report of the committee is made to the faculty council of the institution. After consideration by this body, recommendations are forwarded to the president, who, through his administrative staff, seeks to remedy conditions as far as possible. Disagreements between the Health and Safety Committee and members of the staff who have their jurisdictional domains invaded must be reconciled by top administrative heads.

Keep Institution Dynamic

The use of skilled committees in such a capacity is certain to keep the institution dynamic. There isn't very much chance of developing "institutional lethargy" with a freely functioning group of skilled personnel making an annual survey of health and safety conditions. The very fact that an elected committee of the faculty has an opportunity to make a survey of institutional conditions gives the whole faculty a feeling of responsibility for the promotion of improved health and safety factors. The knowledge that an annual survey of health and safety will be made goes far toward keeping the custodial staff most diligent to see to it that no complaints develop.

Colleges are operated for the students. They are chief beneficiaries of a good safety program. They are the ones for whom the whole instructional program functions. It is they whom we hope and believe will go out into life so thoroughly in accord with the principles of health and safety that it will be to them an ideal or a way of living and not something that will have to be learned in each specific situation.

Give Students Responsibility

Just as the faculty is organized for effective service, so too should the student body be organized to govern itself as far as it is willing to accept the responsibility. There is considerable evidence to show that responsibility may be taught and that people grow in accepting responsibilities through the exercise of it. The general acceptance of the student body of a good attitude on the value and worthwhileness of safety as an attainable ideal does much to solve safety problems in an institution. Such

an acceptance will also affect the safety programs of the communities in which they are later to teach. It is easy to do what the customers want, and in the case of our colleges, it is the student body that represents the customers. Safety in athletics and in an intramural program is almost unattainable without the cooperation of the participating students.

The students function much as does the faculty. A student council and committees carry out the wishes of the students. These are transmitted to the administrative group through the president for action. An increasing number of social problems growing out of easy transportation, commercial entertainment and the drinking of intoxicating liquors has given our student body new problems with which to cope. These cannot be resolved by platitudes or a "please don't do it." Permanent remedies must come from within. It is strictly an educational problem which requires the greatest of competence to direct.

At least a word should be said about governmental agencies which lie outside of the institution itself. Among these are health departments, fire marshals, and general governmental officials. Each of these can perform, and frequently does perform, very important roles in the safety and health programs. Their precise influence depends on their professional integrity and to the extent their recommendations are concurred in by the citizens at large.

An Institutional Problem

It is readily seen that the safety program is not the accomplishment of a single individual or even a small group. It becomes an institutional problem in which everyone has an important role to play. To us it is an attainable ideal that we live in order to make the teaching more effective.

The National Commission on Safety Education of the National Educational Association in its publication "Safety Education by Colleges and Universities" has outlined some very sound practices and provided us with some worthwhile objectives to achieve.

It is our point of view that sound method, adequate supervision, continual stimulation from democratically organized faculty and students, with great stress on setting a good example, will go far in providing our youth with a sound philosophy of safety.

Very few, if any, institutions of higher education have a conscious and specific program of safety education. What we do have and must continue to improve is a conscious awareness

that there are specific safety elements in a large number of the activities that we carry on. We deal with youth, and to youth the slogan "Safety first" has always seemed a little silly. If we can carry on our own operations with a maximum of safety and can inculcate in our students the basic elements of the reasonableness of a positive safety program, we shall be well along the road to better and broader safety education. The real groundwork for safety education must be done in the elementary and secondary schools. If we can help the schools by providing them with safety conscious teachers, we can make a major contribution.

EUGENE B. ELLIOTT, formerly superintendent of public instruction for the state of Michigan, is president of Michigan State Normal College, Ypsilanti.

Announce Fall Courses At Center for Safety

A program in industrial and traffic accident prevention, leading to certificates in industrial and traffic safety is announced for the fall term by the Center for Safety Education, New York University.

Courses are:

Required courses: Accident Prevention—Its background, Objectives, and Relationships; The Philosophy and Basic Principles of Accident Prevention; Industrial Hazards—Mechanical and Personal. Control Methods; Fire Prevention and Protection Inspection; and Organization and Administration of Traffic Safety Programs—Industrial, Community, and Governmental.

Elective courses: Vision in Industrial Safety and Motor Vehicle Operation; Effective Speaking in Accident Prevention; Principles of Safety Inspection; and Marine Accident Prevention.

For registration information write to Dr. Walter A. Cutter, Center for Safety Education, New York University, Washington Square, New York 3.

New Safety Film Strip

We Make Some Safety Rules (from *Experiences in Living* series). Young America Films, 18 East 41st St., New York 17, N. Y.

A silent film strip for use in lower elementary grades. Safety with blocks, scissors, tools, stairways. Vocabulary NOT for lower elementary reading level.

More than one fifth of the nation's total population is enrolled in public and private schools and colleges throughout the United States according to Oscar R. Ewing, federal security administrator.

Safety in Santa Fe

by ADA PICK

IT TOOK THE ATOM bomb to bring a full-scale program of safety to the school children of Santa Fe!

Santa Fe had been an easy-going community attracting tourists with its mixed Anglo-Spanish customs. Its narrow, winding streets were picturesque. Its patio walls offered back rests to sun seekers; its placitas were focused on by

Traffic signs on playground teach pupils to heed them on highways.



hundreds of tourists' cameras. *Mañana* was soon enough for many of its inhabitants.

But the atom bomb and the Los Alamos development changed our living habits.

Our narrow streets became death traps for children as trucks and passenger cars bearing atomic supplies and personnel began flooding the community. The breeze and dust of the roaring freight trucks blew *mañana* right out of the community. If the development of atomic fission or fusion were not to cost lives much closer to home than those of our potential enemies, our schools would have to become alert to our changing culture.

At the urgent request of T. C. Bird, superintendent of Santa Fe schools, the board of education provided the funds for the appointment of the first full-time safety supervisor in the public schools of New Mexico.

The supervisor's problems were tremendously ameliorated by the awakening consciousness in minds of faculty and parents of the extent of the hazards which came with the development of Los Alamos.

A teacher-coordinator was soon named in each school to help get the safety program underway at full force.

A 24-hour accident reporting system was inaugurated in order to find out where and to whom the accidents were occurring.

ADA PICK is supervisor of safety education for the public schools of Santa Fe, New Mexico.

to page 40

S T O P!



That Driver's Deaf!

by ROBERT M. GREENMUN

"THE DRIVER IS DEAF? Stop him, somebody! This is the end of the line for me! LET ME OUT!"

In 23 years of driving, which covered over most of the United States, Canada and Mexico, I have had on occasion unsuspecting and uninformed passengers who, while they may not have used the exact words above, certainly revealed to me through their tenseness that they felt something like it.

Usually, as the miles rolled smoothly away, they would gradually settle back and relax. But on occasion I have had passengers whose blind, unreasoning prejudice remained with them to our common destination.

That the deaf do drive will come as a surprise to many who have never stopped to consider whether or not such was a fact. The thoughtful person will soon see that there is no reason why they should not.

At least 97 percent of the warning signals that come to a driver come through his eyes. If he were completely alert the other 3 percent would come through the same channel before the auditory warning was heard or was needed.

No one turns the steering wheel with his ears. Neither does anyone hear the green light change to red, nor do the road signs whisper their warnings into one's waiting ears.

All drivers would do well to emulate the deaf driver who, knowing that he will not hear the horn of the car behind him, drives as though there were always a car just behind that was ready to pass. That is he stays in the right hand lane—drives at a steady pace—is continually alert for possible dangerous situations ahead, at the sides and behind—checks his mirror—and signals before each deviation from steady, straight-ahead driving. He cannot hear the horns of other cars and he drives in such a manner that he has little use for his own.

The deaf are not handicapped in the sense that there is any interference with bodily or mental activity. They are socially handicapped. That is to say, they can participate freely in any vocation, sport or other physical activity where they do not have to receive instructions from someone whom they cannot see.

This just about limits the duties they cannot



AN UNDERSTANDING OF THE MECHANICAL details of the motor car is considered to be an essential part of teaching safe driving by Robert N. Greenmun, instructor in driver education at the Central New York School for the Deaf, Rome, New York. Here (1) Mr. Greenmun is showing four of his deaf pupils the linkage between accelerator and carburetor. Tires, too, must be changed occasionally and the wheel (2) must be firmly attached if steering is to be accurate. The deaf, says Mr. Greenmun, reveal the usual differences in reaction time. Here (3) a pupil is discovering how long it takes her to move her foot from accelerator to brake. The car used at the Central New York School for the Deaf (4) was obtained through the cooperation of the American Automobile Association and bears the AAA decalcomania. Mr. Greenmun explains (5) the operation of the brake reaction detonator which measures stopping distance. Three pupil observers watch as Mr. Greenmun points to the starter (6). All instructions in the car are given by hand signals. Pre-driving explanations must be thorough. At the West Virginia School for the Deaf, Romney, W. Va., Glenn R. Hawkins (7) teaches two of his deaf pupils.



Teach the DEAF to DRIVE





perform to those which require the use of a telephone.

Even the linotype or the typewriter, each of which signals the approach to the end of a line with a bell, presents no problem. The deaf simply watch the growth of their lines a bit more carefully. One of my totally deaf friends, who is a licensed pilot, is able to follow radio beams by unscrewing the cover of his earphone and feeling the dots and dashes vibrate beneath his fingers!

The deaf have been called the "World's Safest Drivers" by a former official of the Pennsylvania highway department. They have not come to this title naturally. They earned it by strict observance of the rules of safe driving. This has been a necessity for them because prejudice is always lying in wait to make a public example of the careless deaf driver and, perhaps, endanger the rights of other, guiltless, deaf drivers to operate their cars. Because the deaf driver is always on exhibition, his clubs and societies, his schools constantly remind him of his responsibility for safeguarding, for his fellow deaf men, the hard won right to drive.

Realizes Driving Is a Privilege

The deaf person, more than the "normal" person, realizes that driving is a privilege. It is a privilege that the deaf won at great cost. Its maintenance is the personal responsibility of every deaf driver.

Only a few months ago an editorial appeared in a western newspaper stating in no uncertain terms that the deaf should not be permitted to drive. Facts presented by the National Association of the Deaf resulted in better understanding and an apology in print from the editorial writer. But his original attitude is the rule rather than the exception.

The first reaction of the person who has never considered whether the deaf can or should drive is No! Impossible! But handicaps are accompanied by certain compensations. When one lives in a world of silence he is not subject to the strain of constant sound. He does not jump at the horn blast behind him. He does not rely upon a sense that is perfect in but a few persons and which lets even the best down at times. The hearing person has trained himself to filter out sounds that interfere with his thought, his conversation or his activities. Quite often warning signals that should be heard are ignored. The deaf person, who relies not at all upon his ears for warn-

ings, is not in this instance the handicapped person. It is the "normal" person who is handicapped.

In England the deaf driver can easily obtain complete insurance coverage. The hard-of-hearing driver, on the other hand, cannot obtain such coverage. The insurance companies argue that a tendency to rely upon a defective sense of hearing brings with it much danger. The deaf, who rely solely upon visual stimuli, are much the better risks as far as driving is concerned.

Many Familiar Problems

Teaching the deaf to drive presents few problems. The psychological principle of individual differences holds true with the deaf as with any other group. There will be the same proportion with visual defects which must be remedied. There will be the same few who are emotionally unfitted to drive. There will be variations in reaction time, as with any other group. The apparent greater sensitivity of the deaf to vibrations and to visual stimuli is simply an adaptation forced upon them by the nature of their handicap. It is not something that makes them different from others.

The problem of teaching the deaf to drive, or to do anything else, is largely one of communication. When we say the deaf are socially handicapped we mean that they cannot communicate freely and easily with those about them. Some are good lipreaders. Most are not. Some can speak understandably. All have trouble with pronunciation and enunciation.

Need Much Class Work

Those who were born deaf, or who were deafened before speech patterns were formed, will invariably have difficulty in expressing themselves freely in either spoken or written language. This is understandable enough without need for elaboration. The driver education instructor, accustomed to work with classes for the hearing, will find a need for adjustment and adaptation. Naturally a novice driver should not be encouraged to take his eyes from the road to read the lips of the instructor!

In teaching the deaf much more time must be devoted to classroom work than with hearing students. This is because once behind the wheel with the car underway, there will be little opportunity for a running commentary from the instructor either with the driver or with the pupils in the rear seat. The class will

have to understand before it starts out just where it is going, what maneuvers are to be attempted, and every little detail that would ordinarily be explained orally as the situation was encountered.

Fortunately the deaf are accustomed to receiving the greater part of their educational stimuli through their eyes. The instructor will find that deaf students learn more quickly by watching his motions than do hearing pupils. He will probably find that they master such motions as gear shifting and the use of the various foot pedals more readily than do others, simply because they are more observant in their approaches to these mechanical operations.

About a third of our residential schools for the deaf throughout the United States have inaugurated driver training courses and others are preparing to assume this very real responsibility. The major obstacle to be overcome in beginning such courses is getting the trained instructor who will win the sanction of the American Automobile Association for the course and, accordingly, elicit their assistance in obtaining a dual-control car.

Most of our American schools for the deaf have a comparatively small high school department. This makes it difficult to conform to the AAA requirement for the number of hours the dual-control car must be used in training drivers.

With most of our schools it is almost neces-

sary that the driver-training car be used for other school activities when it is not needed for instruction.

The deaf love to drive. It is one of their few pleasures. Their cars are vital to them, not only for pleasure and for driving to and from work, but for the ordinary minor emergencies wherein most folks simply reach for their telephones. Have you ever considered how a deaf person gets medicine late at night, or milk for the baby's bottle?

He steps into his car and goes after it.

Too, his deaf friends may live miles away. To deprive him of his car would, in many instances, deprive him of what social life he is capable of.

The problem of the deaf driver is less one of obtaining and profiting by skilled instruction and more one of obtaining informed understanding of his abilities from the hearing public. He has too often been the victim of prejudice and unreasonable restrictions. In one state after another the National Association of the Deaf has had to bring before legislators and law enforcement officials the facts of the safe driving record of the deaf in order that they might gain and retain the privilege of driving.

It is not without reason that the deaf have been called the "World's Safest Drivers." Intelligent instruction in our schools for the deaf will help them retain that title.

Greenmun, Deaf Teacher, Called Ideal Instructor of Driving

Robert N. Greenmun, who wrote this paper on driver education for the deaf, is instructor in driver education at the Central New York School for the Deaf located at Rome, New York. Mr. Greenmun is deaf—not hard of hearing. He is a graduate of Gallaudet College, Washington, D. C. He did his graduate work at Albany State University. As part of his preparation for teaching the safe operation of automobiles to the deaf he completed the official AAA instructor's course in driver education at Albany State Teachers College, Albany, New York. As secretary-treasurer of the National Association for the Deaf, Mr. Greenmun is in a position to speak with authority for the

only national organization representing the deaf in America.

Fred L. Sparks, superintendent of the Central New York School for the Deaf, says:

"The ideal instructor for a class of deaf pupils in driver education is a deaf man like Mr. Greenmun. Such a person finds no difficulty in communicating with his pupils nor in understanding them. Out of the wealth of his own personal experience on the road among drivers with normal hearing he is able to help his students make the adjustments and form the mental attitudes that will be most helpful to them."

Suppose She Falls

from page 2

grounds. We believed, in so doing, that school officials would provide our children with islands of safety and free them from the hazards of city streets.

Instead, in all too many towns our school boards have been so entranced by the convenience and neatness of hard and easily maintained playground surfaces that they have overlooked—or callously ignored—the safety of the children.

The climbing poles and ladders in use years ago did not cause the huge number of deaths and injuries that are commonplace today. The rising toll of playground casualties goes along with a recent development—the increasing use of black asphaltic concrete beneath these play devices. As blacktop has replaced sand and tanbark safety pits the accident rate has risen year after year.

In a few cities the clear-cut evidence has led wide-awake school authorities to abandon blacktop. "In San Francisco all schools built recently," assistant superintendent of schools Robert J. Steffer told me, "have sand and tanbark pits. We abandoned tanbark some years ago because it wasn't easy to keep clean. But we'd rather work harder for cleanliness than face more blacktop accidents."

Ripped Out Old Pits

Our school board started its blacktop paving spree at the end of World War II. Old-fashioned sand and sawdust pits were ripped from beneath nearly 3,000 swings and slides. Within four years more than 200 schoolyards had been converted into smooth hard-surfaced black deserts.

But by 1948 the cost of liability insurance—to protect the board from suits resulting from schoolyard casualties—was rising out of all proportion to increased enrollment. In four years premium costs rose by more than 300 per cent.

The school board called in a safety expert, S. Theodore Smith. Smith proposed eliminating blacktop under apparatus. He wrote: "The use of sand should be required under climbing poles, double horizontal bars and horizontal ladders which are used in elementary schools."

Nothing was done. The toll of accidents mounted. Then, four months after the Smith report had been buried in the school board files, Ronald Reisman, six, died a lingering

painful death, the result of head injuries received when he fell on the hard pavement around a tetherball pole.

Accounts of other playground accidents came to light. Another six-year-old had fractured his skull, a girl had broken an arm, a boy had been knocked unconscious by a concussion.

A mass meeting of the Wilshire Crest school community, where Ronnie had gone to school, was called and fathers and mothers descended on the school board, determined to rid their school of the hard-surface playground menace. But at the board's office they were assured that blacktop was safe, that Ronnie's death had resulted from his own negligence. The parents were amazed that any six-year-old could be charged with negligence—that it was safer for a child to play on apparatus over a hard surface than over a soft or resilient one.

Parents Not Satisfied

The parents refused to accept the glib assurances as a substitute for action. They began their battle, a fight that lasted a full year. In the end the parents won—a partial victory. The school board consented to replace blacktop under apparatus with sand and rubber mats but under the conditions that the Wilshire Crest schoolground should be labeled experimental and that the parents would be responsible for any future accidents.

It took another year and still another life, that of Larry Caster, before the school board ordered sand pits installed everywhere.

Larry Caster's tragic fall stirred the entire city. Furious parents threatened to take their children out of school. Protest meetings were held. Deluged with demands, our school board finally ordered a temporary end to the use of all playground apparatus. The board did not order blacktop removed and a safer material substituted. It doggedly ordered its staff to bring in proof that hard surfacing was not really dangerous.

Accident Rate Nearly Doubled

The resulting 18-page report was a revelation. One table, supposed to demonstrate that blacktop was safe, actually revealed that the rate of accidents had increased nearly 50 per cent in the last four-year period as compared with the years before hard surfaces had been widely applied.

Another page sought to justify our accidents by revealing that 26 other cities of more than 200,000 had also been won over to the smooth hard neatness of blacktop paving.

The parents continued their protests.

One young engineer gave the authorities a lesson in elementary physics. He gently dropped a raw egg. It smashed on the floor.

"That is what happens to our children when they fall on a hard surface," he said.

Then he dropped another egg on a small heap of sand. It nestled softly, unbroken.

"That's why we think sand is safer," he explained.

Finally, when it became obvious that the protesting parents were adamant in their demands, the board passed the buck of responsibility to a 30-member committee including 10 school employees.

It looked like another whitewash in the making. But the new committee jumped the traces. After interviewing playground officials, medical men and safety engineers, the group filed its report barely a month before school opened last fall. In a single sentence it swept the two-year accumulation of statistics and labored excuses into the wastebasket.

That sentence said: "Some type of shock-absorbing material should be placed underneath apparatus."

One week later our school board voted to install boxes of sand under the apparatus as a temporary expedient and to remove part of the equipment, such as swings and slides, until permanent measures could be taken.

Nash Warns Against Blacktop

Sand pits are a vast improvement over asphalt. But they still fall short of the maximum safety that all parents have a right to demand for their children. Better than sand, say many experts, are pits containing sawdust, shavings or tanbark. The nation's leading playground authority, Dr. Jay B. Nash of New York University, recommends sawdust and pointedly warns against "blacktop, concrete, gravel or any other hard surface" under play apparatus.

Pits filled with tanbark chips top the list of recommendations approved at a recent conference of 49 specialists representing 14 national health and recreation organizations. Both sawdust and tanbark pits have their drawbacks. They are undoubtedly better than blacktop. They are the best safety measure yet available. But they are not good enough.

What we need is a smooth, weather-resistant surface, firm enough to walk on, yet resilient enough to prevent severe injury from a fall.

So far as can be learned today, only one city is experimenting with a promising new idea.

That city is Los Angeles, where creative minds were spurred to activity by the recent blacktop scandals. This safety material—if it proves to be truly safe—consists of a waffle-grid base of black rubber with a smooth rubber pad vulcanized on top. Complete tests will take months.

Until all cities are forced to adopt the National Safety Council standardized accident reporting plan, the real facts about schoolyard safety will be hidden from the public—just as they were in Los Angeles—and children will continue in constant danger of needless injury or death.

Meanwhile there is much that alert parents can do to make existing playgrounds safer. Parents' groups can demand that school authorities name a qualified employee as playground safety director. PTA's can insist that teachers get necessary assistance in supervising youngsters at play. Too frequently classes are so

No Blacktop Accidents

by LONNIE GILLILAND

I am at a loss to know how Mr. Brashear got hold of his figures for Oklahoma City. We did not have a single accident on an all-weather (blacktop) area.

LONNIE GILLILAND is director of safety education for Oklahoma City public schools.

large that no one teacher can possibly keep even an occasional watch over every pupil. Serious accidents—avoidable injuries—inevitably result from inadequate supervision. Most authorities set a limit of 25 children as the maximum any one teacher can supervise safely. If your teachers are expected to care for more on your school playgrounds someone is gambling with your children's safety.

Especially for the smaller children a strictly enforced system of safety education is essential. In Los Angeles school officials have tried to explain away many of our accidents by the claim that a child was not using the equipment properly. Obviously, the burden of instruction rests on the adults who run the schools rather than on the inexperienced and unguided judgment of six-year-olds.

But beyond all other measures the one step that will immediately minimize playground dangers is to get rid of hard, noncushioning surfaces under the apparatus on which your children play.

Not What You Fall On

from page 5

this emulsion has been added sawdust rather than rubber in an attempt to provide a cushion. These types of surfaces do not provide a cushion or absorptive quality capable of reducing head injuries, according to brain specialists.

Statistics indicate that the frequency of accidents is no greater and the severity of accidents is less on those general play and apparatus areas covered with blacktop than when these areas were covered by other types of surfacing.

The health problems accompanying the use of natural earth or decomposed granite have long been recognized by doctors. Nasal infections, tetanus, ringworm, and other infections are frequently associated with the use of these surfacings.

Turf experts advise school authorities to use turf sparingly for the simple reason that there is no known grass that will withstand the tramping of many feet. Wet grass is slippery.

Growing children are in need of activity and should not be penalized because of the lack of suitable surfacing upon which to play. Children learn quickly that certain stunts are not within the limits of safety when playing on any hard surface. However, the false sense of security provided by sand, sawdust, and tanbark often prompts children to misuse the apparatus.

Many comments and references have been made about improving the supervision on the playgrounds. Playgrounds are and have been supervised for many years and teachers are aware of the existing hazards encountered by school children in the use of apparatus and in playing games. Teachers are ever watchful to see that children are not allowed to get involved in situations which have been contributing factors to past accidents. But some children will always experiment with new and hazardous stunts, regardless of where they are or who is watching.

Dr. Raney said it this way:

"The most important factor to be considered in this whole matter of playground injuries is that parents must realize their responsibilities with regard to giving proper and adequate instruction to pre-school age children about the dangers involved in falling from any height.

(Dr. Raney says that the beginning of the above paragraph should read:

"One of the important factors to be considered in this whole matter of playground . . .")

"Parents must instill in their children the willingness to obey the instructions of the teachers in regard to the safe use of playground equipment, inasmuch as most serious injuries are the result of improper usage."

Instruction in the safe and proper use of apparatus and general play areas is part of the instructional program of the schools. An essential part of the duties of a teacher is to give instruction in safety and to see that safe practices are followed.

Even though there is a high concentration of children in limited areas where children are anxious to play and to have a turn on the apparatus, the supervised playground is and will continue to be the safest place for children regardless of surfacing.

Perhaps the National Commission on Safety Education of the National Education Association will conduct a research study which will provide the answers to this complex problem.

Until such time as further research is forthcoming, the explanation of the physician must be considered sound—It's not what you fall on; it's how you land.

Mr. Brashear Replies

FRANKLY, I WAS ASTOUNDED to read Mr. Zaun's reply to my charges in the Woman's Home Companion that blacktop is dangerous under playground apparatus.

But Dr. R. B. Raney, the brain specialist, was both astonished and considerably distressed when I read the piece to him.

"I am not at all pleased with the implications Mr. Zaun has put in his article," Dr. Raney told me.

"I have never recommended blacktop under play equipment because a fall on blacktop is almost certain to result in more serious injury than a similar fall on more resilient material.

"The matter of impact and extent of injury from a fall is as much a problem of physics as it is of medicine.

"It must be obvious to anyone that if two identical bodies fell in identical fashion, one upon a more resilient surface, the greater shock and the more probable serious injury would come from the fall on blacktop.

"As Mr. Zaun correctly reports, I do urge parents to teach their children to obey instructors as a means to safety education.

"But I likewise urge the development of a softer, more resilient surfacing material as a vital safety measure.

"I hope that SAFETY EDUCATION will not mind my pointing out that Mr. Zaun has taken some of my remarks out of context and misconstrued them to mean something else."

Since Mr. Zaun's basic premise comes from the twice-quoted phrase, "It is not what you fall on; it's how you land," it would seem that Dr. Raney has demolished Mr. Zaun's reply to my charges.

I would also like to pick up one of Mr. Zaun's minor arguments for personal demolition. He states: "There is no more statistical basis for the use of sawdust, tanbark or sand than there is for blacktop under apparatus."

Ergo, concludes Mr. Zaun, blacktop is just as safe.

Such reasoning is pure sophistry. It is an attempt to use the lack of knowledge as a reason for not doing the logical thing.

If statistical knowledge were complete, if a uniform school accident reporting system such as that of the National Safety Council had been in operation nationally for a number of years, then there would be little argument.

Meanwhile, in the absence of any worthwhile factual data, school officials won't go wrong if they take the safest known measures, using commonsense logic as the guide to those measures.

Ernest Brashear

Dr. Raney Comments

"I FIND THAT I MUST object to some of the quotations made (in Mr. Zaun's article) in the galley proof submitted, which should be corrected before publication unless misinformation is to be published."

(Dr. Raney's changes, printed in *italics*, have been inserted in the article where indicated they should be.—Ed.)

In paragraph 12, "the statement quoted is entirely misleading. Anyone would recognize the fact that falling on concrete under given conditions would cause more damage than falling on something soft. Therefore the correction should by all means be made if the truth is to be conveyed."

In the sixth from final paragraph, "the truth is that one of the most important factors to be considered is education, but this could hardly be classified as 'the most important factor.'"

"I trust you will find it possible to make these corrections."

R. B. Raney, M.D.

Directs School Safety for N. Y. C. Council

Howard H. Hall has been named director of the school and college division of the Greater New York Safety Council effective September 1, 1952.



Mr. Hall formerly was chairman of the safety education committee and director of safety education at the State University of New York, Oswego. Previously he had taught in Missouri, Louisiana and Illinois. During the war he was officer in charge of the Auto Aviation School at the Marine Corps Institute, Washington.

Mr. Hall is a candidate for an Ed. D. at the Center for Safety Education, New York University, matriculating last February.

Letter from Israel

World Union of Agudath Israel Labourers
Tel-Aviv, 39 Montefiore St.

To The National Safety Council
Education Division

Dear Sirs:

The above named organization has a teachers Seminar at Ramath Hadar, Israel, where about 80 students are preparing to become teachers in the near future. In order to enable them to receive better science studies and to become familiar with your services, we would like you to send us the information material you published on the following subjects:

- Safety material for use in high schools;
- Safety at home;
- Junior Safety councils; a.s.o.

We are sure you will be kind enough to help us and also interested to win the interest of our students, who will in due time be teachers to many pupils here.

Please note our address:

Elieser Breuer, Director,
Ramath-Hadar, Israel

Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.—

John Ruskin.

Eye Accidents

from page 11

This is no doubt due to the fact that the Fourth of July falls outside the school year. It is well to remember that a low rate of eye injuries due to this cause may be expected only in states in which the sale and use of fireworks is forbidden by law.

The figures show no evidence of similar control legislation to cover the use of air guns, BB guns, slingshots, bows and arrows—a group of items, erroneously labeled “toys,” which are a serious hazard to eyes.

They accounted for 17 percent of the more serious cases. There is no excuse for permitting children to play with such dangerous things.

Children should be protected from explosives, chemicals, and from fire and hot substances. Somehow they must be made to understand, without personal experience, that it is dangerous to hit a dynamite cap with a hammer, to pour anti-freeze or gasoline on a fire, to mix or heat chemicals, to stand near a hot stove where hot fat or other foods may spatter.

Sex and Age As Factors

To anyone who has watched children play it will scarcely be a surprise to learn that the eye accident rate is much higher for boys than for girls. The numbers in the two sexes attending school are evenly divided in Louisville but the boys had about 75 percent of the eye injuries, the girls about 25 percent—a ratio of 3 to 1.

It is the boys who engage in battle with the very realistic guns, arrows, or those handy substitutes—sticks, stones, or fists. It is usually they who venture into dangerous places and travel at reckless speed.

The study revealed that eye accident rates increased for each grade group from kindergarten through junior high school. But they fell sharply in the senior high grades, which seems to indicate that these children eventually absorbed the lessons of safety.

But can this good record be matched by teen-agers elsewhere?

Conclusions

The two most obvious facts learned from this study of eye injuries to school children are:

(1) The number is large enough to warrant attention; and,

(2) The problem of prevention is not one which can be solved by any single, simple procedure.

We must, therefore, approach our objective from all angles. The most important of these are:

- Concerted action by interested groups, such as teachers, health, welfare and safety workers, as well as parents, to obtain adequate legislation and enforcement in every state, prohibiting use by children of fireworks and weapons (including air rifles, BB guns, bows and arrows, slingshots).
- Community action to provide adequate recreational facilities and supervision which will take the children off the streets and lessen their chances of improvising unsafe play and using dangerous makeshift playthings.
- Education of parents, teachers, and children to an awareness of the types of activities and objects that constitute hazards to eyes.
- Stimulation of safety consciousness in children through their participation in clubs, safety contests, poster and essay contests, surveys, and similar activities.

Streyckmans Named Editorial Director

Felix B. Streyckmans has been named editorial director of the National Safety Council. He will direct the publication of *SAFETY EDUCATION* and the eight other magazines published by the council, succeeding Bill Andrews who resigned to enter the ministry of the Episcopal church.



Mr. Streyckmans most recently had been managing editor of *The Kiwanis Magazine*. He has had some experience in the educational publishing field having been managing editor of Science Research Associates when it was organized in 1939. He has also been a member of the faculty of the Medill School of Journalism at Northwestern University, teaching magazine writing.

The new editorial director is a member of Sigma Delta Chi and the author of the book *Today's Young Men*.

September, 1952

⊕ Lower Elementary **Safety** **Lesson Unit**

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, and safety

Signals for Safety **PEDESTRIAN SAFETY**

Copy and
Color the lights.
Draw lines to the proper colors and words.

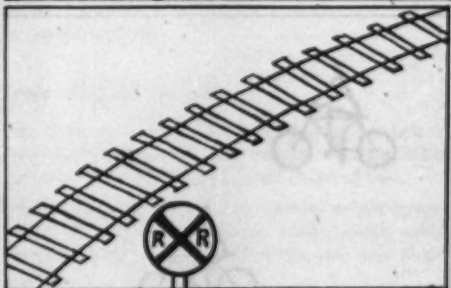
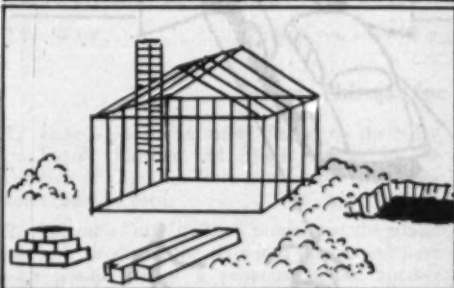
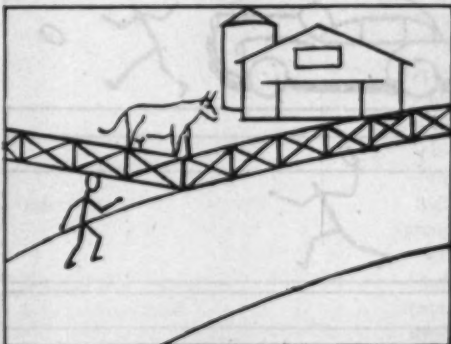
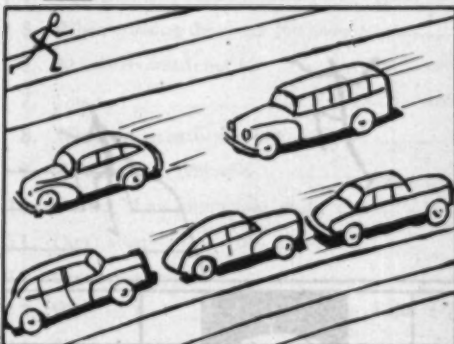
When light is red
When light is yellow
When light is green



Sketch S9601A



You may go
You must stop
You must wait



1. Find two places safe for walking. Put a green ✓ on them.
2. Find three places not safe for walking. Put a red X on them.

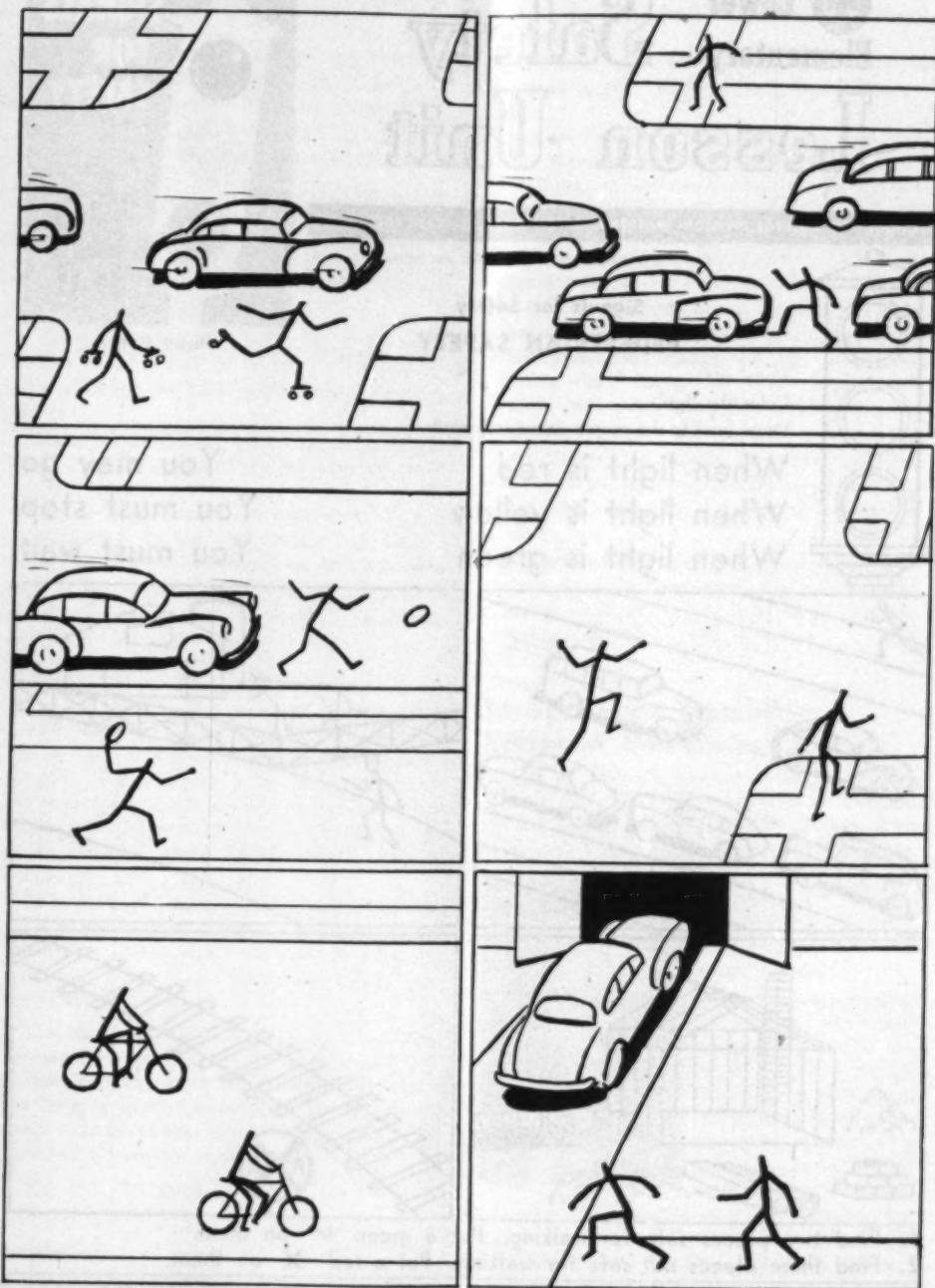
Answers: 1. Sidewalk; left side of roadway where there is no sidewalk, facing traffic. 2. Busy street or road; railroad right-of-way; construction and excavations.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

One boy is using his



Put a on that boy.



Answers: 1. Remove roller skates to cross busy streets. 2. Do not dart into street from between parked cars. 3. Do not play in street. 4. Cross on crosswalks, not diagonally; walk. 5. Bicycles keep to the right. 6. Look out for cars at driveways, alleys, and gas stations. Use less busy streets and highways. Ride single file. Look out for

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety

Signals for Safety PEDESTRIAN SAFETY



Sketch S9601A

Copy and

Select the right words for the blanks:

1. Keep to the _____ when walking on the sidewalk.
2. Stay in the _____ when crossing the street.
3. Don't step into the street from between _____.
4. Look _____ before crossing the street.
5. When crossing the street you should _____.
6. At corners watch out for _____ cars.
7. Don't _____ after a ball in the street.
8. When on an excursion keep with the _____.
9. Hold an open umbrella _____.
10. Get out of an automobile on the _____ side.
11. Don't accept a ride with _____.
12. Don't play in the _____.
13. Walk on the _____ side of the road if there is no sidewalk.
14. Wear something _____ when walking on the highway at night.
15. Walk _____ file if you are with a group on the highway.

parked cars
strangers
right
dash
all ways
walk
turning
low
single
white
crosswalk
play
curb
high
group
left
black
friends
street

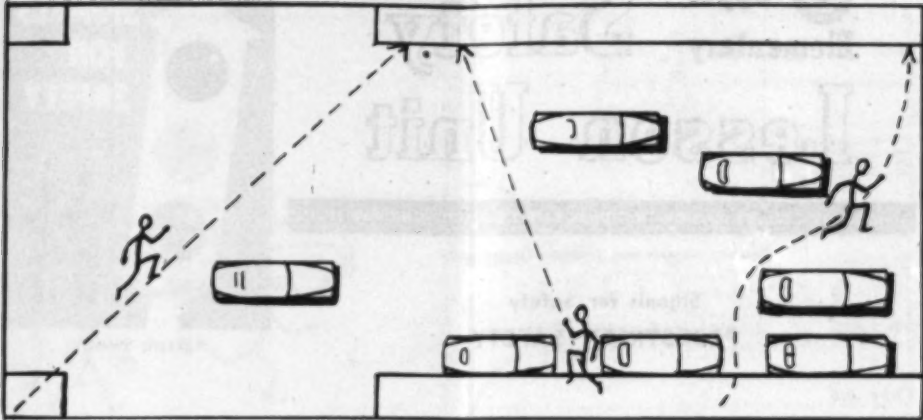
Some Things for Your Class to Do

1. Have a pedestrian safety display on the bulletin board. Pictures and articles written by the children or clippings from newspapers and magazines could be used.
2. Present a "safe walker" program at the school assembly or divide the class into groups and have each group present a program before another room.
3. Have members of the school safety patrol tell the class about their problems and discuss what the children can do to help.
4. Have a policeman or crossing guard talk to the class about safe and unsafe walking habits of the children going to and from school.
5. Make a large map of the school neighborhood showing streets, traffic lights, traffic police, safety patrols, crosswalks, street hazards, and safe places to play.

Answers: The correct words for the blanks are: 1. right; 2. crosswalks; 3. parked cars; 4. all ways; 5. walk; 6. turning; 7. dash; 8. group; 9. high; 10. curb; 11. single; 12. black; 13. left; 14. white; 15. single.

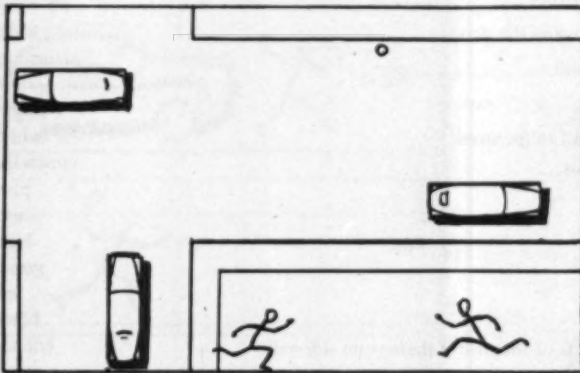
Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Picture Problems



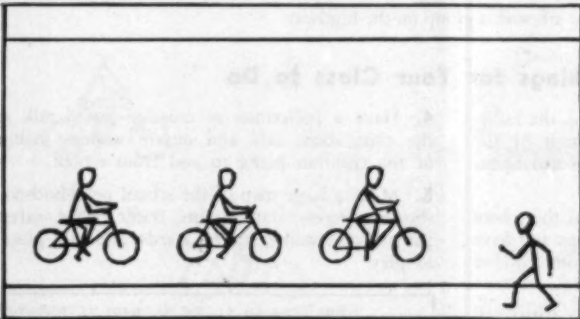
The lines show how three boys crossed a busy street. Draw green lines to show how they should cross.

What rules did they break? Write the rules on another paper.



These boys were playing ball on the playground. The ball went into the street.

Draw a green line to show the right way to get the ball. Tell how you would get the ball.



This is a country road. There is no sidewalk. Tell or write three good rules this picture shows.

Answers: 1. Cross at intersection, on crosswalk, not diagonally. Walk, do not run. Do not step out from in front of or from behind a parked car. Do not weave through traffic. 2. Cross on crosswalk at intersection when safe, follow side-

walk to ball. 3. Bicycles keep to the left side of the road facing oncoming traffic. Walkers on the left side of the road facing



Junior
High

Safety Lesson Unit

September, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, guidance, homeroom, mathematics, core and safety classes

Set a Good Example

TRAFFIC



Sketch S9602A

Let's Learn to "Drive" in Junior High

ALTHOUGH most of us are not old enough to sit behind the steering wheel of a car and to drive it down the street, we can start to learn the fundamentals of good driving right now. Learning to drive includes developing good manners as well as learning to operate the mechanical parts of a car. Learning the mechanical aspects of driving can be accomplished in a relatively short time. Developing the right kind of attitudes for safe driving takes a longer time and should be started as early as possible. The qualities of good driving, such as courtesy and consideration, should be practiced until they become part of us. One of the best ways to practice driving in junior high is to "think driving."

Basic Traffic Rules Test

IN ORDER to see how well you can "think driving," match the rules of good driving, listed in the left hand column, with the school corridor rules, listed in the right hand column.

Copy and

Place the correct number for school traffic in the parentheses beside each driving rule.

Driving Rules

1. Keep to the right. ()
2. Slow down on curves. ()
3. Approach main highways from side streets with extreme caution. ()
4. Don't pass on curves. ()
5. Stay far enough behind the driver in front of you so you can stop in time if he stops suddenly. ()
6. Don't speed. ()
7. Don't scatter refuse on the road. ()
8. Don't overcrowd your car. ()
9. Go slowly in heavy traffic. ()
10. Blow your horn and pass on the left side of the car in front of you. ()
11. Drive carefully on wet roads. ()
12. Obey all traffic signs and signals. ()

School Corridor Traffic Rules

1. Walk slowly in crowded corridors.
2. Keep classrooms and halls clean.
3. Excuse yourself and pass the person in front of you on the left side.
4. Obey school rules and regulations.
5. Walk slowly and carefully when wearing wet shoes.
6. Walk on the right-hand side of the corridor.
7. Walk singly or in pairs rather than four or five abreast.
8. When changing classes, enter the main corridor carefully.
9. Keep a safe distance behind other students while going down stairs in corridor.
10. Wait until other students have finished turning a corner before attempting to pass them.
11. Walk at a normal rate of speed through corridors.
12. Slow down when you turn the corridor corner.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Can You Read This Table?

HERE ARE the facts about some people who didn't learn how to drive safely. They learned to use a steering wheel and all the other mechanical aspects of driving, but they didn't develop good driving habits.

Violations per 100 Drivers in Fatal Motor-Vehicle Traffic Accidents, 1951

Violation	Average (19 States)	Urban (145 Cities)	Rural (13 States)
1. Under influence of alcohol.....	6	6	6
2. Exceeding speed limit.....	14	15	9
3. Exceeding safe speed			
(a) not stated limit.....	5	6	4
(b) no stated limit existing.....	9	—*	13
4. Did not have right-of-way.....	8	16	5
5. Following too closely.....	1	1	1
6. Improper passing.....	4	1	5
7. Failed to keep to right of center line.....	11	3	15
8. Failed to signal or improper signal.....	1	—*	1
9. Improper turning.....	1	1	1
10. Disregarded signal, officer.....	1	2	—*
11. Disregarded stop sign.....	3	2	3
12. Disregarded warning sign.....	4	1	2
13. Improper parking, starting.....	1	—*	1
14. Other improper driving.....	14	14	7
TOTALS.....	83	68	73

Total deaths resulting from motor-vehicle accidents in 1951—37,500.

Total injuries resulting from motor-vehicle accidents in 1951—1,300,000.

*Fewer than 1 per 100 drivers.

Questions

- What are the three most prevalent violations as shown in the above table? (Use the 19-state average.)
- The three actions you listed in Answer 1 above violate what school corridor traffic rules listed on the preceding page?
- "Exceeding speed limit," "Exceeding safe speed," and "Improper driving" constitute what per cent of the total violations? (Use the 19-state average.)
- Why should all 14 of the violations shown above be carefully studied, even though the number of some of the violations is relatively very small?
- There are approximately 150,000,000 persons in the United States. What were your chances of being injured or killed in an auto accident during 1951?
- Draw a bar graph depicting the data in the table above.

Suggested Activities

- See how many more rules of good driving you can think of that will be very similar to good conduct in school. Divide up into two or more groups and see which group can list the most.
- Elect two or three traffic spotters to check corridor traffic violations in the school. Have the traffic spotters make a list of the examples of poor "driving" that occur most frequently. It is not necessary to name the violators. Discuss ways and means of cutting down on violations and send written recommendations to the student council for an improved situation.
- Write a skit demonstrating good bicycle driving habits, and safety rules for walking to school. Present the skit to other classes or in the auditorium and to a PTA meeting.

Answers: Basic Traffic Rules Test: 1 (6); 2 (12); 3 (8); 4 (10); 5 (9); 6 (11); 7 (12); 8 (7); 9 (1); 10 (3); 11 (3); 12 (4).
 Answers: Can You Read This Table? 1. (2, 3, 14); 2. (2—11), (3—1, 3, 12), (14—all except 2); 3. (50.3%); 4. one violation may kill or injure you; 5. about one out of every 112 persons; 6. use three colors.



Senior
High

September, 1952

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, mathematics, civics, homeroom and safety classes

Set a Good Example

TRAFFIC

set a good
example



Sketch S9602A

WITH THE ADVENT of newer and more powerful weapons, many people feel that the next war will destroy entire nations. We all agree that war exacts a fearful toll in lives, injuries and money. Yet, how do the casualty figures of the major wars engaged in by the United States compare with the deaths and injuries resulting from traffic accidents in one year?

Approximately 37,100 deaths and 1,962,600 injuries resulted from traffic accidents during 1951. Using an almanac in your library, find the data required below.

Wars	Length in Years*	U. S. Battle Deaths	U. S. Wounds—Not Mortal
Revolutionary			
War of 1812			
Mexican War			
Civil War			
Spanish-American			
World War I			
World War II			
TOTALS			

*Count any fraction of a year as a complete year.

Research Interpretation Test

1. In how many wars was the death toll less than the traffic death toll for 1951?
2. In how many wars was the injury toll less than the traffic injury toll for 1951?
3. Were more persons injured during all seven major wars than were injured as a result of traffic accidents during 1951?
4. Using the total number of years consumed in all seven wars, find the average number of deaths and the average number of injuries for one year of warfare. How do these two averages compare

with the two figures for total deaths and total injuries resulting from accidents in 1951?

Copy and

Fill in the blanks and discuss the completed statement.

During seven major wars covering a period of approximately _____ years of intentional killing, the total of casualties—deaths and injuries—was _____.

During one year of unintentional killing, the traffic casualties equaled _____.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

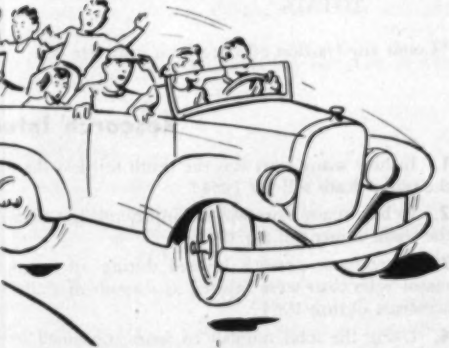
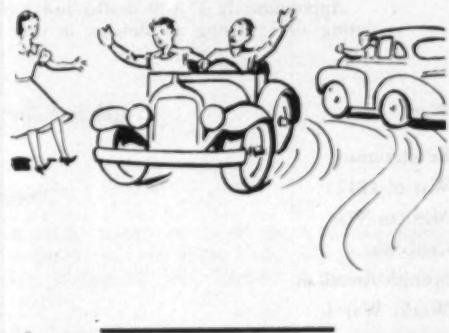
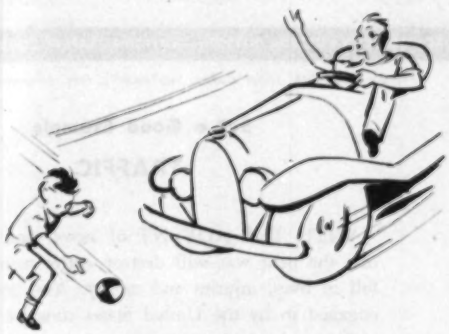
Are You Setting a Good Example?

Elementary and junior high students copy the actions of the senior high students to a great extent. Are you setting a good example or a bad example for the younger students in your school?

Below are six sketches, three of elementary and junior high students, three of senior high students.

Tell what is wrong with each of the situations. Do you see yourself in any of the pictures?

Number the pictures from left to right and top to bottom. Then match the sketches wherein younger students are imitating high school pupils.



See how many "good example" posters you can make for display in your school.

Answers: Research Interpretation Test: 1 (4): 2 (7): 3 (NO): 4 (Comparisons are self-explanatory. Complete statement: 29: 1,628,263: 1,999,700. Picture matching: 1 and 2: 3 and 4: 5 and 6).

small price for *Safety...*

the cost of a well equipped School Safety Patrol Corps is a small price to pay for the safety of school children.

Well uniformed patrolmen command attention and are able to act with authority. Graubard's has the uniform equipment that will simplify the task of your patrol corps, enable it to operate more efficiently.

Caps, badges, patrol belts, armbands; and for bad weather, rubber raincoats and helmets in high vision WHITE, YELLOW, or BLACK. Send for complete catalog NOW.



Corporal Digby
Safety Sentinel



Armbands



Rainwear



Badges

Caps



GRAUBARD'S

"America's Largest Safety
Patrol Outfitters"

266 Mulberry St., Newark N. J.

A Community Problem

from page 8

exercise in the normal growth and development of children and youth. Young children have a compelling urge to run, jump, throw and climb. These movements manifest themselves in play, games, and other physical activities of children.

As Mr. Zaun states, "growing children are in need of activity and should not be penalized because of the lack of suitable surfacing upon which to play."

Physical education has a definite place in the educational curriculum. It is the contribution made to the complete education of an individual through physical activities. It is a way of education through physical activities in which the activities are selected and carried on with full regard to values in human growth, development and behavior.

It is true that more accidents occur in the processes of physical education than during any other school activity. However, this is not surprising. Engaging in vigorous big-muscle activity in the playroom or gymnasium, or on the playground or athletic field, is more hazardous than sitting in the classroom. Playing games,

participating in sports and in other physical activities, is naturally hazardous whether the playing be done on grass, cement, or blacktop.

Since many of the elementary schools do not have indoor facilities for play and games, hard surface areas offer opportunities for conducting physical education programs out-of-doors to a greater extent than otherwise would be possible. This means that schools have a responsibility to teach safety in play and games and to control and regulate the activities so that injuries may be reduced to a minimum. As Mr. Zaun states, "instruction in the safe and proper use of apparatus and general play areas is a part of the instructional program of the schools."

We cannot eliminate the compelling urge that young children have for play. Nor should we deny them opportunities for wholesome exercise in a safe environment. However, we can eliminate many of the hazards from play and recreation.

Lack of space, too many participants, faulty and dangerous playground equipment, and inadequate or poor supervision are some factors which can be eliminated. Corrections of these factors will reduce accidents to a minimum.

The school has a responsibility to make the program as safe as possible. The home and community must cooperate with the school in the teaching of safety education. Accident prevention is a problem that should be tackled in an intelligent, vigorous and systematic manner by parent and teachers alike, by school and community forces.

Mr. Griem Differs

MR. BRASHEAR'S ARTICLE indicates major accidents in 64 denver schools "climbed above the 250 mark in a single year."

1. Since the article is about surfacing and accidents in connection with playground apparatus, the author probably refers to elementary schools of which Denver had approximately 64 during 1950-51.

2. Denver had 168 major accidents on playgrounds reported in 1950-51 not "above the 250 mark" as indicated in the article.

3. Denver does not have blacktop surface under playground apparatus.

4. Our records do not show an increased number of accidents because of blacktopping general playground areas.

WILLARD N. GRIEM is director of health education for the Denver, Colorado, public schools.

PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY

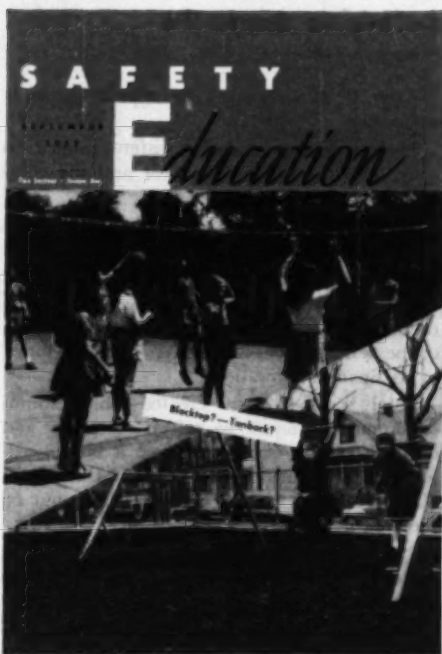


Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.

Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO



There is no implication, in the cover of this month's issue of **SAFETY EDUCATION**, that there are two and only two playground surfaces—blacktop and tanbark. Proponents of at least two other surfacing materials—pelletized rubber and cork—would be the first to object to such an inference. A large part of this issue, however, has been devoted to the dispute about the relative merits of blacktop and tanbark and sand.

Mr. Brashear's article was sent, in galley proof, to a representative of each community he named. Their responses, when offered, are printed herewith.

Mrs. Barber Named to Casualty Post

Mrs. Mary K. Barber, formerly at New York University's Center for Safety Education, has been named traffic safety analyst in the accident prevention department of the Association of Casualty and Surety Companies.

Mrs. Barber was administrative assistant to Dr. Herbert J. Stack, director of the Center for Safety Education. She had been associated with the Center for the past four years.

Safety Education for September, 1952



Safety is No Accident



New YAF film "Safety On The School Bus" solves problem of school bus safety

A must film for all schools who transport students by bus. Illustrates the do's and don'ts of safe practices while on the bus, and while going to and from the bus. One reel, 16 mm. sound, purchase price \$45.00 per print.

Young America Films, Inc.



18 East 41st Street
New York 17, N. Y.
Dept. "SE-9"

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.



3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.
No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen	\$5.00	Lots of 50	28c each
Lots of 25	30c each	Lots of 100	25c each

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL"
Per dozen

Less than dozen

Write for our Safety Patrol Circular
OUR RECORD 52 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **School Crossing Signal:** Pamphlet illustrating pedestrian operated double headed safety signal for controlling traffic at school crossings. A 4-way traffic cycle with push button control. Crown Signals, Inc.
2. **Dressing Room Equipment:** Illustrated folder describes a complete line of equipment for gymnasium and dressing room use. Featured are steel lockers, gymnasium baskets, uniform drying hangers and rubber foot baths, along with many other items. American Playground Device Co.
3. **School Furniture:** Folder illustrating a complete line of school furniture. Featured are desks, all purpose tables, easels, along with specifications. Milton Bradley Co.
4. **Mechanical Cop:** Literature describes a portable self-operating traffic control signal. The signal is designed for placement in the center of street intersections or for school crossings, has 4-way red, green and amber lights, and is very easy to handle. Henderize, Inc.
5. **Steel Shelving:** Pamphlet illustrates a new line of iron grip shelves designed to hold up to 2,000 lbs. on each individual shelf. Featured are steel office and book shelving, mail sorters, catalog racks, bins, steel drawers with frames, etc., are available in all sizes. Aurora Equipment Co.
6. **Teaching Traffic Safety:** Brochure with illustrations describes a demonstration board designed for driver and safety classes. Magnetized to utilize the board in a vertical position. Magno-Saf-T Board.
7. **School Patrol Equipment:** Catalog on uniform equipment for school patrols including caps, badges, patrol belts, armbands, rubber raincoats and helmets. Dimension charts, illustrations, and color samples of equipment. Graubard's, Inc.

SAFETY EDUCATION

SEPTEMBER, 1952

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name.....

Title.....

School.....

Address.....

City.....

Safety in Santa Fe

from page 18

Each PTA was asked to appoint a safety committee.

Each school organized a safety council to work with the safety supervisor and the coordinating teacher.

Newspapers, radio, and service clubs gave the schools enthusiastic support.

Exhibits of pupils' safety activities were put up at the state and county fairs. Safety parades were staged, a float was entered in one of the *fiesta* parades which gives Santa Fe much of its Spanish coloration.

Safety puppets were created which stimulated pupil interest in safety. Growing out of these puppet programs came a book, written and published by the schools, *DUM DUM TEACHES SAFETY*. The book has been put on the state approved list of texts.

Safety comic strips were created.

Particular emphasis was given to two phases of safety. A bicycle clinic was held, with the hearty approval of the parents, wherein the riders were tested for their ability to ride safely and their knowledge of the rules of the road. Those children who demonstrated successful accomplishments were awarded certificates.

Driver education was introduced in the high school.

Pre-school safety clinics for children and their parents have been instituted, primarily so the children could use the safest routes going to and from school, but with the broader objective of interesting the adults in the school's total safety program.

With the pre-school clinic, the specific courses in safety taught in the first three grades by the safety supervisor, the integration of safety into the citizenship and social science courses in the upper elementary and junior high school grades, and the specific courses in bicycle safety and driver education, we feel that Santa Fe's public schools are teaching safety to all of our pupils.

Much credit for what success we have achieved must go to the state teachers association, the state department of education and to the University of New Mexico. The association has set up a safety teachers section at the annual convention. The university has provided a safety education workshop with pupil, parent and teacher participation. The state department has been particularly helpful in obtaining state support for our program.

Teach SAFETY with LESSON UNITS and POSTERS

125,000 USED LAST YEAR

SAFETY LESSON UNITS

offer an effective, inexpensive method of placing in the hands of each pupil each month an authoritative topical worksheet on safety. They are graded and written in the language of the age group for which they are intended. The authors have demonstrated competence in both education and safety.

POSTERS AND LESSON UNITS

are a working team. One poster for each classroom—one lesson unit for each pupil. Topics are selected and approved by elementary and by secondary school teachers to fulfill the most pressing needs of their respective pupils.

ELEMENTARY LESSON UNITS

are prepared by Leslie R. Silvernale, professor, Continuing Education, Michigan State College. Professor Silvernale was for a number of years supervisor in charge of safety education for the Cleveland, Ohio, public schools. Later he was a staff member of the School and College Division of the National Safety Council.

SECONDARY LESSON UNITS

are written by Kimball Wiles, chairman, Department of Secondary Education, College of Education, University of Florida, and by Vincent McGuire, assistant professor, College of Education, University of Florida. Dr. Wiles began his teaching career in 1934 in Ohio public schools. Later he was a staff member of the School and College Division of the National Safety Council and for a time was acting director of the division.

ELEMENTARY TOPICS

Lower and Upper
Pedestrian
Burns
Home
Toys
School
Home
Weather
Playgrounds
Vacation

SECONDARY TOPICS

Junior and Senior
Traffic
Fire
Firearms
Winter Sports
Cooperation for Safety
Baby Sitting
Excursions
Grade Crossings
Vacation

Quantity prices	1-9	10-99	100-999	1,000 or more
Lesson units				
Any selection, each	4c	2c	1.5c	1.2c
Subscription (9 months) each	48c	16c	12c	9.4c
Posters				
Each	9c	5c	4.4c	3.4c
Subscription (9 months) each	70c	40c	37c	28c

Address inquiries to Membership Department, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

★

First Lieutenant
Henry A. Commiskey, USMC
Medal of Honor



★

ONE SEPTEMBER DAY, near Yongdungp'o, Korea, Lieutenant Commiskey's platoon was assaulting a vital position called Hill 85. Suddenly it hit a field of fire from a Red machine gun. The important attack stopped cold. Alone, and armed with only a .45 calibre pistol, Lieutenant Commiskey jumped to his feet, rushed the gun. He dispatched its five-man crew, then reloaded, and cleaned out another foxhole. Inspired by his daring, his platoon cleared and captured the hill. Lieutenant Commiskey says:

"After all, only a limited number of Americans need serve in uniform. But, thank God there are millions *more* who are proving their devotion in another vitally important way. *People like you*, whose 50-billion-dollar investment in U.S. Defense Bonds helps make America so strong no Commie can crack us from within! *That counts plenty!*"

"Our bullets alone can't keep you and your family peacefully secure. But our bullets—and your Bonds—do!"

★ ★ ★

Now E Bonds earn more! 1) All Series E Bonds bought after May 1, 1952 average 3% interest, compounded semiannually! Interest now starts after 6 months and is higher in the early years. 2) All maturing E Bonds automatically go on earning after maturity—and at the new higher interest! Today, start investing in better-paying Series E Bonds through the Payroll Savings Plan where you work! Or inquire at any Federal Reserve Bank or Branch about the Treasury's brand-new bonds, Series H, J, and K.

Peace is for the strong! For peace and prosperity
save with U.S. Defense Bonds!



The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.